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ABSTRACT

The document reports on a meeting of Asian social science policy experts sponsored by UNESCO. The objectives of the meeting were to review the basic elements of the social science policies of countries in Asia and Oceania, to examine the feasibility of establishing a Regional Centre for Social Science Research, and to make recommendations for further formulation of social science policies at national and regional levels. Experts attended from 16 countries: Afghanistan, Australia, Bangladesh, India, Indonesia, Iran, Republic of Korea, Malaysia, Mongolia, Nepal, New Zealand, Pakistan, Philippines, Singapore, Sri Lanka, and Thailand. Sessions covered organization of the meeting, the social science situation in Asia, brief reports concerning basic elements of social science policy in each country, possible formats and role of a regional social science centre, and ways UNESCO could promote the social sciences. The concluding session made ten recommendations, including the development and promotion of faculty training and reorientation courses, exchange of expertise and experience, cross-cultural comparative research, status reports, a regional centre, and an inter-governmental conference. Annexes to the report include discussion of the social science situation in Asia, statements from each country on social science policy and related issues, the welcoming address, the introductory statement, and a list of participants. (CK)

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Report on the Meeting of Experts
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OFFICE OF REGIONAL ADVISER FOR SOCIAL SCIENCES IN ASIA AND OCEANIA

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Opinions expressed in this publication represent the views of the participants of the Meeting of Experts and do not necessarily coincide with the official position of Unesco. Although slightly condensed in some cases, the reports in Annex II are published much as they were presented to the Meeting by the participants from the respective countries. The designations employed and the presentation of the material herein do not imply the expression of any opinion whatsoever on the part of Unesco concerning the legal status of any country, or of its authorities, or concerning the delimitations of the frontiers of any country or territory.

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GENERAL REPORT

POLICY TOWARDS SOCIAL SCIENCES IN ASIA AND OCEANIA

I. ORGANIZATION OF THE MEETING

The General Conference of Unesco at its nineteenth session adopted resolution 3.121 which authorized the Director-General to 'carry out the programme designed to contribute to the international development of social sciences'. As part of this programme, an expert meeting was organized to discuss social science policies in Asia and Oceania. The meeting was convened in Manila, at the invitation of the Philippine National Commission for Unesco, from April 3 through 7, 1978 at Manila Peninsula Hotel.

The purpose of the meeting was to

i) review the basic elements of the social science policies of the countries of the region;

ii) examine the desirability and feasibility of establishing a Regional Centre for Social Science Research, Documentation and Training; and

iii) make recommendations for the further formulation of social science policies at national and regional levels.

Invitation for the meeting was sent to experts belonging to twenty countries of the region, of which 16 attended the meeting. They belonged to:

1. Afghanistan
2. Australia
3. Bangladesh
4. India
5. Indonesia
6. Iran
7. Republic of Korea
8. Malaysia
9. Mongolia
10. Nepal
11. New Zealand
12. Pakistan
13. Philippines
14. Singapore
15. Sri Lanka
16. Thailand

Observers from the following agencies also participated: ASAIHL, ESCAP, UNDP, UN SWD-CAP, UN APDI, ASANAL, Ford Foundation, and International Social Science Council.

Unesco was represented by the Director of the Division for International Development of Social Sciences, and the Regional Adviser for Social Sciences in Asia and Oceania.

Opening Ceremony

Minister Pedro F. Abella, Executive Secretary of the Philippine National Commission for Unesco, welcomed the participants on behalf of the Government of the Philippines, and offered his best wishes for the success of the seminar.

Policy towards social sciences in Asia and Oceania

Speaking on behalf of the Director-General of Unesco, Dr. V. Mshvenieradze (Director of the Division for International Development of Social Sciences) greeted the participants, and thanked the Government of the Philippines, and the Unesco National Commission for hosting the meeting. Dr. Mshvenieradze said that Unesco attaches "great importance to the present meeting" which "is regional only in terms of the origins of its participants; the theme, namely, Social Science policies, is a universal issue which is of interest and concern to the whole international community of social scientists and policy-makers.....". He added, however, that this does not imply that "there are no region-specific or country-specific aspects of social science policy... Social scientists in the Third World have argued, with good reason, that the models developed by Western social scientists overlook not only local-social but also local-cultural and ethical traditions... At the same time it is hardly realistic to strive toward regional or national social sciences; rather there is a case for adopting their universal characteristics to the actual variety of existing situations". He suggested that instead "of referring to Asian Social Sciences... it will be more correct to speak of 'Social Sciences in Asia'".

He informed the meeting that Unesco has, in pursuance of the recommendation made by the National Commissions of Asia and Oceania, in their meeting held in 1975, included in its programme the consideration of feasibility of establishing a Regional Centre for Social Sciences in Asia. The present meeting of experts was called "to make the objective assessment of the desirability of such a centre in terms of anticipated benefits, and to examine its financial feasibility. He said that the deliberations of the meeting "will be most crucial in deciding upon Unesco's position in this matter."

Professor O.D. Corpuz, President of the University of the Philippines, delivered the inaugural address. He referred to the phenomenon of increasing importance being given to social sciences in the Philippines by the Government, and other agencies. The demand to assist in the delivery of government services has led to the development of "applied" aspects of social sciences. Referring to the manpower problem, Professor Corpuz said that the demands generated by the non-social science sector influence the development of manpower resources within the social sciences. Thus, while the importance of social science is being recognized, the student ratio in the social sciences vis-a-vis natural and technological sciences is continuously declining. This is directly related to the employment situation in the field of science and technology. Professor Corpuz strongly recommended that social scientists of the region should undertake studies on "possible futures". Such studies will improve management of our today, as the future is going to shape our present.

Business Session

The meeting elected the following office bearers:

Chairman	:	Dr (Mrs) Loretta Makasiar Sicat Executive Director, Philippine Social Science Council, and President, AASSREC
Vice-Chairman*	:	Professor Ehsan Rashid Vice-Chancellor Karachi University, Pakistan
		Professor J.H. Robb Victoria University Wellington, New Zealand
Rapporteur	:	Professor K.J. Ratnam Director, Policy Research Centre University Sains Malaysia Penang, Malaysia

The meeting devoted its sessions to discuss the following topics:

TOPIC I - Review of the situation of the social sciences in Asia and Oceania

Analysis of the salient features of the institutional framework for social science teaching and research and major issues confronting social scientists in different countries in the region.

TOPIC II - Basic elements of social science policies

Examination of the factors affecting the formulation and implementation of social science policies, under the following heads:

1. Social science policies at academic and governmental levels.
2. Policies for the development of social science capabilities: basic theory and institutional development.
3. Policies for the utilization of social science knowledge in policy-making.
4. Relationship between the social scientist and the community and/or society.
5. Specific features of social science policies in Asia and Oceania.

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*Professor A Ermolenko of USSR was also elected Vice-Chairman in absentia. Somehow he could not come for the meeting.

TOPIC III - Feasibility of establishing a regional social science centre

Consideration of the need for such a centre in the light of the present social science regional networks with a view to determining its specific role and functions and the staff it would need.

TOPIC IV - Recommendations for the further formulation of social science policies

Summary of the discussion

Unesco's initiative in convening the meeting was welcomed because of the urgent need to resolve the twin problems of social and intellectual development in the region, in which connexion the social sciences were of crucial significance. It was the general feeling that the less-than-satisfactory interface between academic and policy-related activities could also be improved by a systematic investigation of its critical features.

II. SOCIAL SCIENCE SITUATION IN ASIA

The session began with the presentation, by Yogesh Atal, of the background paper on this theme. Following is the brief summary of the paper:

> The social sciences in Asia and Oceania have undergone several phases of change. The early intellectual influences, both internal and external, have been adapted and integrated into the educational and societal needs in these countries. The three main phases of social science development in the region are: (i) colonial intellectual domination;
> (ii) colonial intellectual influence; and
> (iii) independence.
>
> In the current phase of their development, social sciences "are increasingly gaining recognition, and receiving attention in Asia". Not only they are being accepted as specialities within the academia, their role is recognised even by the government, and other organizations. In various non-social science faculties also, courses from various social science disciplines are being included. This has been a prime factor in increasing exposure and understanding of the capabilities of the social sciences. There is also in evidence an increasing professionalization of the social sciences through the setting up of associations and interdisciplinary social science councils with all their attendant functions. The increasing impact of regional associations has also been felt.

Given the nature of the social sciences, questions of relevance and sensitivity of research areas have guided governments in their expectations and contacts with social scientists — both foreign and local. This has meant that social science policy has had a large political component.

Social sciences in the region are currently addressing themselves to several professional concerns. Indigenization of the social sciences in the form of linguistic, theoretical and methodological reorientations and focus has been one of the major areas of concern. The use of national languages as the medium of instruction at the university level has caught the faculty unprepared. Although, in general, younger faculty members are more likely to be linguistically competent, the lack of experience in the discipline has lessened their contribution. The reverse situation of linguistic incompetence, in general, of senior faculty with vast academic experience has also limited their contributions in the new context. The communication gap that is created is further complicated by the lack of acceptable literature in the national language. As a result, there is a danger of student-faculty relations becoming strained. A related concern arising from the indigenization exercise is the possibility of developing an introverted viewpoint and building up academic insulations.

In the area of interdisciplinarity, the development has been rather mixed — both in terms of actual movement towards it, and in the discipline-specific reactions to this concept and its consequences. In most countries, where interdisciplinarity is in evidence, it tends to be seen in research outside of the university system.

The rapid expansion of the social sciences has itself created problems which must be resolved before further development is possible. In this category of problems are those arising from the lack of trained personnel, the lack of career openings, the limited acceptance of social sciences in technical and natural science institutions, and the dearth of research funds. Also, the social sciences have become over extended and their contributions less than adequate. If the problem is serious at the national level, at the regional level it is even more so. The lack of intra-regional contact has limited the exchange of ideas and possible solutions which might have contributed to alleviating country specific problems.

In general then, there is need for upgrading of all the activities of the social sciences at both the national and the regional level. This may be provided by specialized orientation courses, and training programmes.

In reviewing the situation of the social sciences in Asia and Oceania, the participants gave special emphasis to the continuing problems of relevance which characterize large areas of current knowledge. These problems were the result of structural as well as historical factors involving, in the main, the dominance of Western social science traditions and external support structures and, in some cases, the persistence of an earlier colonial influence. It was felt that social scientists in the region ought to be deliberate and purposeful in developing alternative theoretical orientations and more effective (but not necessarily unique) methodologies in their attempts to correct this situation. Other problems which received attention were as follows:

i) The need to indigenize basic social science perspectives. This would include increasing indigenous output in the social sciences and the use of national or even sub-national languages.

ii) The need to enhance the status enjoyed by the social sciences in university curricula.

iii) The desirability of promoting a wider use of social scientists and social science knowledge by policy-makers.

iv) Inadequate funding for social science research.

v) The weakness of existing intra-regional linkages.

vi) The lack of rapport and communication between the producers and users of social science knowledge (e.g., between academic social scientists and administrators/governments).

Underlying the entire discussion was the concern for enhancing the usefulness of the social sciences in promoting economic development and social well-being, and it was largely in this context that it was felt that governments ought to be encouraged to adopt policies which were more favourable to the growth and utilization of the social sciences.

III. BASIC ELEMENTS OF SOCIAL SCIENCE POLICIES IN ASIAN COUNTRIES

Participants briefly presented the situation regarding the social science policy in their respective countries. They are given on the next page:

Afghanistan

There has grown an abiding interest among individual scholars and organizations concerned with social sciences in the optimization of the process of formulating science policy for socio-economic development of Afghanistan. Though one cannot be content with the claim that Afghanistan has had a pronounced and explicit policy for the social sciences, there has emerged a framework of thought in the last three or four years which indicates its direction in no uncertain terms. However, adopting a social science policy also requires certain basic conditions. These prerequisites are the recognition of the role of social sciences, and a certain degree of their professionalization.

If social sciences are to solve social problems, they have to be relevant to the needs and aspirations of the society. It is very much hoped that in the near future research capabilities corresponding to social need will be developed. In the past, for various reasons, more emphasis was given on the development of social science teaching, rather than on research. The government has come to grasp the importance of research as a means of action contributing to overall development of the country. The need is also felt in the country to establish adequate communication linkages with other Asian social scientists.

Australia

We should remember the limitations on the social sciences as means of human and national development. There are in-built limits within the social sciences, affecting research possibilities -- limits on "disciplined research into -- undisciplined problems" (Tukey). But the important questions can be identified. For these questions there are seldom precise answers. Hence the processing of of government decisions by use of social science techniques. They will defend this concern with process as "value free" social science. Therefore, the number of social scientists on government employment will not be a true measure of development throughtthe social sciences.

A better measure will be the degree of independence in the universities and research centres, and the degree of support offered by government and private sources of funds for free social science research. There is no single Australian social science policy. Most social science research occurs in the universities: but large numbers of social scientists are employed in government departments. The national social science organization is the Academy of the Social Sciences in Australia Inc. -- a private organization with an elected member ship. It receives financial assistance from government for its administrative costs. It has carried out a number of multi-disciplinary research inquiries into problems of national significance. Such projects have been funded by both private foundations and business firms, and by government departments.

Bangladesh

The Bangladesh Social Science Research Council was set up in 1976 as a national umbrella type organization to promote and co-ordinate research activity in the field of social sciences. Social science studies are quite popular and this is reflected in the heavy enrolment in the university -- particularly in Economics, Sociology, Business Administration, Commerce, and Management. Economists are playing the leading role among the social scientists.

Social scientists enjoy academic freedom and are free to publish their research findings and reports. Social scientists, particularly economists, are associated in policy making and national development and planning efforts. The panel of economists reviewed the performance of the First Plan of Bangladesh and also made recommendations for the formulation of the Two Year Plan.

The Social Science Council invites applications for research projects requiring financial grants. Funds, though limited, are generally adequate for priority research. The Council has so far provided funds for six research projects to be undertaken by research scholars in different universities and research institutes.

The Council has indicated following priority areas: agriculture and rural development, public administration, manpower and employment, population control, health and nutrition services, industrial relations and management.

One of the important policies of the Council is to collect, disseminate and preserve research results. The Council is now working on the evolution of a social science policy for Bangladesh. It is also preparing an annotated bibliography of social science research done in Bangladesh since 1972. It is also planning to set up a Social Science Research Documentation Centre. The Council also proposes to hold a seminar in the current year on the status of social science research in Bangladesh.

The number of expatriate researchers in Bangladesh is rather limited, the Council would welcome research work by expatriates in priority areas indicated by the Council.

The Bangladesh Social Science Research Council being a recent organization has limited programmes of regional research collaboration. However, the Council is undertaking a research programmes in collaboration with AASSREC.

India

Policy considerations relative to the growth of social sciences in India began to emerge in the early 1960s when the professional community experienced an uneasy feeling regarding the relationship between universities and research centres outside of the university system. The Planning Commission of the Government of India set up a Committee to review the situation. Based on its recommendation, the Government established, in 1969, the Indian Council of Social Science Research which provides a fair amount of local funding, and gives social scientists an opportunity to evolve their own programmes for the stimulation of social sciences.

The ICSSR performs not only the responsive role but also actively engages itself in sponsoring research on areas of national importance. Present emphases of this programme include: poverty and unemployment, rural development, women, tribes and scheduled castes, public administration and government systems, and area studies. ICSSR is currently concerned with the problem of relating the results of research to action. It is also attempting to create regional centres within the country to enhance the role of regional languages and also to provide assistance to younger social scientists located in remote areas.

Indonesia

The Indonesian Five Year Plans mentioned institutionalizing a policy designed to raise the level of science and technology and promote its application to the needs of society. However, the formulation of economic and social goals and their breakdown into operational programmes, especially within the framework of social sciences has so far not been adequately attempted.

Nevertheless, it does not mean that in the past nothing has been done in the field of social sciences. The development of social sciences goes back to the colonial period. But since the First Five Year Development Plan, a more systematic effort has been made.

To improve and promote the development of higher education in Indonesia the Minister of Education and Culture has instituted five Consortia, one of which is for Social Sciences.

Post-graduate Courses and Ph.D. programme in social sciences have been initiated in the universities. Social science research stations have also been established within or in coordination with the existing universities.

In research, the National Institute of Economic and Social Research (LEKNAS) as a part of the Indonesian Institute of Sciences (LIPI) enjoys a large share in the national budget for social research.

Two private organizations, which are closely connected with the development of social sciences are the Indonesian Social Science Foundation and Indonesian Association of Social Scientists.

All programmes and activities related to social science research and its application are coordinated by the Minister of State for Research and Technology and the Minister of the Department of Education and Culture.

The yearly expenditure devoted to research and development and related activities is about 0.2%.

Iran

The recognition of the social science as an autonomous field of inquiry in Iran dates back to 1958 when, for the first time, an autonomous Institute of Social Studies and Research was established at Tehran University to conduct teaching, research, and consulting.

Broadly speaking, the development of social sciences in Iran has gone through three continuing and interlocking stages, which we may term as the stages of social criticism, social survey, and social science. Each stage is distinguished by a different set of environmental, organizational, theoretical, and methodological characteristics. While social criticism follows the traditional forms of literary essays practised by independent publicists outside of the government and the academic, social surveys are typically undertaken by government or government-sponsored research institutions. By contrast, theory and policy-oriented research is a nascent phenomenon beginning to take hold at some autonomous and university research institutes. Similarly, the formulation of conscious policies on the development of social sciences is a relatively recent phenomenon. The most significant elements of such policies may be summarized as follows:

1. The establishment of a Ministry of Science and Higher Education in 1967 along with an Institute for Research and Planning in Science and Education whose functions include gathering of data and documentation for research and educational planning.

2. The establishment of a National Research Fund for the encouragement and development of research, including social science research, along with the enlargement of the research budgets in most universities and government agencies.

3. The emergence of a variety of social science research institutes, nearly 100 in number, either affiliated with government agencies, universities, private and public foundations, or autonomous, to conduct theory or policy oriented research.

4. The establishment of a High Council for Scientific Research, headed by the Empress, to formulate policies, co-ordinate research programmes, provide moral and material support, encourage utilization of research findings, and authorize the establishment of new research institutes.

Social sciences in Iran are still in search of their historical roots and identity. As in most other areas of social life, borrowings from the West would have to be grafted to those national and cultural traditions which are still valid and viable. For this reason, if no other, the future of social sciences in Iran depends upon the growth of those traditions of civility which uphold freedom in general and academic freedom in particular. The guarantee of autonomy for universities and research institutes, the creation of multiple sources of support and financing, the search for new theoretical and methodological perspectives appropriate to Iranian conditions, the encouragement of a spirit of fearless and impartial search for truth, as well as efforts to broaden and deepen the institutional frameworks and facilities, all present continuing challenges.

Republic of Korea

The Korean Social Science Research Council convened a seminar in March 1978 to discuss matters related to social science policy. Following is the brief summary of the discussion:

1. Development of social science

1.1 Close collaboration among different disciplines in social sciences was advocated. In this connexion, there was a proposal for having an independent building to house the offices of the academic associations affiliated with the Korean Social Science Council. The Secretary-General of the National Commission for Unesco in Korea gladly accepted this proposal and pledged to contribute US$20,000 for the purpose.

1.2 The Government should pay as much attention to social science development as to the natural sciences.

1.3 Great effort should be made to maintain closer relationship between the various social science research institutes of government and those of universities to ensure exchange of better information and of personnel.

1.4 A more efficient scholarship system and a higher salary scale for academicians should be devised.

1.5 The current government control of the enrolment quota for social science disciplines be re-examined for a more accurate manpower policy.

1.6 Government should give equal emphasis on pure and applied research.

2. Utilization of social science

2.1 It is important that social scientists actively participate in planning, implementing, and evaluating government policies.

2.2 Social scientists should maintain an objective and independent posture in the evaluation of government policies.

3. Indigenization of social sciences

3.1 An attempt should be made to standardize the scientific terms borrowed from the Western social sciences.

3.2 Western theories and methods may be re-examined.

4. International collaboration

4.1 The Association of Asian Social Science Research Councils (AASSREC) should play a more active role in bringing about close contact among social scientists in Asia.

4.2 The seminar emphasized the desirability of establishing an Asian Regional Social Science Centre. The Secretary-General of the National Commission for Unesco pledged the provision of half of the maintenance cost if it is established in Korea.

Malaysia

Historical factors and structural weaknesses have discouraged, in Malaysia, a more vigorous role for the social sciences.

The social sciences are very recent; with the exception of economics, other social sciences have gained recognition only in the last decade. Shortage or total non-availability of textbooks in the national language has been one of the main factors for their non-introduction in curricula. Social scientists have, however, been involved in the country's planning process. But here again, the predominant role has been played by economists -- mostly foreigners; there has been a bias against the use of local talent. Even now ambivalence prevails in official circles about the value of non-economic social science analysis. The situation is, however, improving and the Centre for Policy Research, at the Universiti Sains Malaysia, is increasingly getting involved in the process of policy making. The recently established National Science Council, which also encompasses social sciences, is expected to stimulate social science research.

Mongolia

The social science policy adopted in Mongolia at the national level is guided by the very nature of a socialist society. In the course of the process of building up a new society the materialistic social sciences serve as the theoretical basis for guiding and organizing of all social activities in the country.

Social science policy in Mongolia has passed through several stages, reflecting the level of social and economic changes in the country. Beginning with mid-1950's social sciences in Mongolia have achieved their full scope. In the present stage more emphasis is given to the link between science and production thus turning science science and social science into productive forces.

Nepal

The present state of social science in Nepal is characterized by (i) lack of library and research facilities, (ii) insufficient rewards for research and creative teaching, (iii) lack of motivation, (iv) outdated curricula, (v) lack of publication outlets, (vi) bread-and-butter imperatives, (vii) inbreeding, (viii) lack of professionalization of the social sciences, (ix) the tendency among the social scientists to seek positions other than research and teaching, (x) lack of indigenous teaching materials, (xi) lack of stable financing for research, (xii) insufficient contacts between researchers, and (xiii) lack of dialogue between the social scientists.

Apart from the problems of financial and human resources, the social scientists are not adequately trained in practical aspects of research; research seldom relates to national priorities.

There are no explicit policy pronouncements from the government for the development of social sciences. The present educational policies have placed emphasis on increasing the supply of technical manpower. If there is anything that bears upon the development of social sciences, it is the indigenization of curricula. However, some thought is being given for constituting a policy-making body for the development of social sciences. It seems that the government (particularly the Ministry of Education and the National Planning Commission), the University (particularly the Institute of Humanities and Social Sciences), and other users of social science research (including banks and industrial concerns and those responsible for making the research policies of independent and semi-independent research institutions) will have to take the iniative in this regard.

New Zealand

New Zealand has no formal social science policy. Some recent recommendations made by an official committee to the Government may result in limited regular funding for research becoming available.

So far as manpower is concerned there are large number of graduates in social sciences but very limited number with adequate research training and experience.

There is considerable public interest in social sciences and verbal interest is expressed by government at both the political and official level, but this becomes chiefly a demand for the accumulation and analysis of statistical data of a problem-oriented kind.

There is virtually no control over, or official concern with, expatriate research.

Except in the case of economics there is little effort in official circles to use social research results in any systematic way, though the recently established National Planning Council is attempting to modify this situation.

Pakistan

In Pakistan, while the national goals are clear, in their realization the efforts have not always been coordinated or systematic. Such is the case with social sciences. Often the incongruity of national goals with institutional structures resulting from lack of a national social science policy results in enormous waste of human resources, one form of which is the "brain drain" phenomenon.

The social science curricula in higher education have traditionally possessed a strong foreign bias which has resulted in a lack of relevance to contemporary issues of development. Further, career streams have been too narrowly defined and compartmentalized in practice. This rather inflexible system of education was inherited from the colonial period. An element of flexibility has been introduced recently in that the social science subjects can be taken by students as electives along with natural or physical majors and vice versa.

In appreciation of the need to encourage and coordinate meaningful social science research, the National Science Foundation of Pakistan, which had until recently limited its participation to natural and physical sciences, has now decided to participate in social science research in the country. In this context, the constitution of a National Review and Coordinating Committee for

regulating social science research and education would represent a major step forward.

Among the various institutions carrying out social science research, the Applied Economics Research Center of the University of Karachi has made a modest beginning in terms of using social sciences for analysis of public policy issues.

The establishment of a Regional Centre for social science research, documentation and training would help greatly in promoting regional economic integration. It would enable the international pooling of manpower in the social sciences and foster the transfer of technology and experience from one country to the other. It could become the Third World-analogue for studies carried out by the OECD.

Philippines

Given the different levels of development of the different disciplines, it is no surprise that they would have different problems, not the least of which is the apparent indifference of the government to their plight, despite some occasional gestures to indicate official acknowledgement of their existence and contributions to Filipino society.

With the entry of the technocrats and former academicians into governmental decision-making bodies, the attitude of the government has become more appreciative and supportive towards the scientific community. Yet, until now, the decision-makers are still plodding through a pitifully slow process of evolving an appropriate science policy.

Our own proferred contributions towards such a policy are as follows:

1. Give due recognition and positive support to genuinely scientific endeavours -- moral as well as material support.
2. Equal treatment for social sciences as that given to physical and natural sciences.
3. Recognize the equal importance of the social sciences in education, e.g., require social science content in school curricula (high school, medicine, engineering and other technological courses).
4. Support efforts towards the development of social sciences by alloting subsidies to general publications, funding conferences, short or long-term institutes to upgrade the social science professions, public recognition or tangible rewards for scientific creativity, e.g., activating the

operation of the National Academy of Science and Technology to recognize not only natural scientists but also social scientists.

5. Give social scientists and researchers sufficient latitude for action in the management of research grants, i.e. spare them from irritating bureaucratic auditing procedures and enable them to really do research, not clerical work.

6. Regard social scientists and researchers, especially those doing government-funded research, as decent citizens and not regarding them with suspicion as though they would readily abscond with their research funds.

7. Make improvements

   a) in working conditions, including salaries, and provide a more congenial working environment,
   b) in quality and previous preparation of students,
   c) in academic qualifications of social scientists,
   d) in methods of instruction and professional upgrading, short of, or supplementary to, formal degrees.

Singapore

The social science policy as it exists in Singapore is basically keyed to developmental requirements. The question of relevance of curriculum and research focus is a primary factor in deciding its worth and, in turn, its status in the overall national educational and training programme. The lack of interdisciplinarity in the social sciences is also a significant factor in diminishing its impact on government programmes and perspective in a complex social cultural context.

The youthfulness of the social science explains only part of the problem. Other considerations include the lack of social science organization to provide coordination. Most of the problems of status and policy direction may be overcome in time and with a stabilisation of the developmental programme. In this future context, the concern with conserving the gains of development may shift the emphasis to the social science and permit it to contribute in a more meaningful way.

Sri Lanka

The social sciences have long occupied an important place in Sri Lanka. That was true even before the universities were established in the early forties. Sri Lankans, along with expatriates, had produced a considerable amount of social science literature in the one hundred period preceding the outbreak of the first world war.

The social sciences have been popular subjects for university degrees; most of those who hold key positions in the administration today are graduates in the social sciences. Even in the secondary school curricula certain social science subjects have been compulsory and in the last eight years a subject called Social Studies has been introduced for all students above grade eight.

Although there has been no social science policy as such, government has given great emphasis to the practical applications of the social sciences. In the present accelerated development programme, government has called upon the services of economists, sociologists, and other social scientists in the formulation of plans, for bench mark studies, and in project evaluation.

The National Science Council was established in 1968 and under its auspices a statutory working committee on Social Science Research was appointed in 1976. In May 1977, the statutory Working Committee set up a Social Science Research Centre. The main task of the Research Centre is to promote social science research at the post-graduate level and to co-ordinate research in the social sciences. The Centre has already taken steps to facilitate research collaboration and interdisciplinary contacts among social scientists in universities, research institutions, and other agencies.

Thailand

In most universities and private colleges large number of undergraduate students study social sciences such as political science, economics, sociology, anthropology and law. For graduate students there is no difficulty in getting a job. Thailand has a social science research training centre operated by the National Research Council of Thailand (NRC), which organizes training courses in research methodology. Many universities also have research institutes.

The government and private organizations recognize the importance of social sciences. It can be seen that the government has increased financial support to research funds. Local banks and business firms have begun to allocate funds for social science research activities.

The government funds for research are disbursed through NRC. Grants are given to research scholars, graduate students, and university professors. Government departments can seek funds from the national budget to carry out their own research.

NRC has submitted a national research policy and plan to the government. In it, priorities of research topics are listed with the money attached to them. Most of the research being done in government departments is problem-oriented, while university research tends to emphasize pure or academic research. Each discipline has its own priorities.

Thailand welcomes foreign researchers and provides them with facilities for research. On an average 60 to 80 foreign researchers visit Thailand every year for research.

Thailand has problems in utilizing research results. We prefer problem-oriented research so that it can be applied to urgent needs of the country. To promote regional collaboration, Thailand has joint research projects with foreign governments, foundations, and international organizations.

Discussion Summary

The country reports, while showing considerable variation in the development and growth of the social sciences with the region, nevertheless highlighted certain common features and problems. Foremost among these were the underutilization of social science inputs in planning and administration (sometimes coupled with the oversupply of first degree graduates in the social sciences, reflecting poor educational and manpower planning, the continuing dominance of western perspectives and literature in university social science syllabi, the generational differences (involving training and intellectual background as well as changing language competence) between older and younger social scientists, and the scarcity of funds for research. There were nevertheless clear indications almost everywhere of at least a minimal improvement in the position of the social sciences although there were equally clear indications that this trend was in need of stimulation.

IV. PROPOSAL FOR REGIONAL SOCIAL SCIENCE CENTRE FOR ASIA AND OCEANIA

Considerable time was devoted to the question of desirability and feasibility of a regional centre for social science research, training and documentation. While generally welcoming the proposal for the establishment of a centre, the participants offered different views regarding the feasible format for it. Some of the participants expressed the need for some kind of federating agency or a network arrangement amongst existing institutions -- international, governmental, and non-governmental. It was argued that careful examination may be made of existing shortcomings and weaknesses before deciding about the creation of a new institution, or proposing a re-arrangement of existing institutions and structures. There was explicit reference to the dangers of further proliferation not only because it would intensify the competition for resources which are already scarce but because it might end up by aggravating rather than modifying the rigidity which now characterizes some inter-institutional links.

As against this the point was made that almost all of the existing institutions were concerned mainly with the issues of development and, therefore, did not concern themselves adequately with the development of social sciences, including research into indigenous and philosophical traditions, and fashioning of appropriate methodological tools. The group emphasized the fact that, at the moment, there is no organization that caters to the needs of all social sciences and the entire region of Asia and Oceania; existing organizations are either sub-regional in character, or are sectoral in their approach. There definitely exists a need for a regional mechanism that is devoted to the social sciences in the main.

It was hoped that the proposed centre would devote itself to the development of social sciences in such a manner that they become more relevant to the concerns of the societies of the region, and also contribute to the advancement of theory and methodology in social sciences. The training function of the centre could include the provision of social science training to non-social scientists, and the development, collation, and dissemination of instructional material.

While the centre could also play a role in augmenting the funding of social science research, the meeting was only too conscious of some of the dangers inherent in outside funding. Yet another note of caution was that the centre ought to focus its attention on matters of regional interest and relevance, leaving the problem of evolving and defining national policies to indivvidual countries and to intra-national organizations.

In defining the purpose of the Regional Centre, it was felt essential to bear in mind the fact that social sciences in many parts of the world have entered a period of crisis, that the dominant models and paradigms, that originated in Europe and America and spread to other regions, have declining relevance to the human condition today, and that there is a need to move towards alternative intellectual perspectives and alternative definitions of problems and research priorities, and self-consciously to build a distinctively Asian outlook. In this context, the demand for indigenization should be seen as a positive contribution to the development of wider points of view than those limited to Western traditions. There is evidence of considerable questioning and re-thinking in this direction but much of this is still confined to isolated individuals or small groups of people. Over the last few years Asian scholars are found to be meeting on their own homeground (something that did not happen for decades) but again much of this is either fortuitous or discontinuous and with little impact on the practice of social sciences. There is also a lack of even minimal information and exchange among Asian scholars.

The purpose of the proposed centre can thus be defined as one of filling gaps in the existing institutional framework with the specific intention of promoting new thinking and new definition of social problems, relevant to, and emerging out of, the Asian context. These gaps are in part informational (facilitating exchange of material and of contacts). They are in part secretarial (providing an on-going mechanism -- before, between, and after meetings and conferences -- to organizations such as ADIPA and AASSREC, which are important initiatives of an associational character but which lack sustained secretarial assistance at the moment. The Centre may consider providing this facility to such regional association). But apart from informational and secretarial gaps in the existing arrangements, there is a vital gap of an organization that will catalyze a process of creative interaction among Asian scholars through workshops and colloquia, academic exchange and research collaboration. The new centre could be designed to fill this gap.

For achieving such objectives, it is essential that the new centre (i) enjoys maximum flexibility,

(ii) is modest in size and non-bureaucratic in style of operation,

(iii) has wide acceptability in the social science community, and

(iv) promotes a spirit of spontaneity and creativity in the interactions it promotes.

For this, it is important to avoid the image of a superstructure coming from outside and alien to existing institutions of research and training in various countries as well as at the regional level (within the UN system and inter-governmental), and to avoid rigidities and impersonal functioning that are inherent in any typically large bureaucratic institution. The role of Unesco and even other UN agencies should not be underrated, of course. Nor should the role of various governments and/or social science councils. But it is important to build into the framework the participation of the large variety of existing as well as new upcoming institutes and individuals. The new centre may be viewed as facilitating an intellectual process that is already under way in the region and that needs to be continued. The structure of the proposed centre may be informed by the following organizational principles:

i) it could be federal in process (though not necessarily in any rigid structural form) bringing together a variety of constituent elements such as research and training institutes, social science councils, national governments and specialized government agencies, regional and international agencies operating under the auspices of Unesco and other United Nations bodies.

ii) its policies could be decided by a governing council and an advisory body which have on them representatives of these constituents.

iii) it could service federal associations that are already in existence, such as ADIPA and AASSREC, and provide them with secretariat facilities.

iv) it could, above all, look upon itself as initiating a typically regional and a distinctively Asian process of intellectual endeavour by becoming a trans-national and inter-disciplinary body, based on a wide network of individuals and institutions which value the development of new perspectives on social sciences.

v) the financing of such centre could similarly be broad-based: from Unesco, which could provide a lead in this direction; from other UN regional bodies; from national governments; from inter-governmental agencies; from national social science councils; and even from national centres of research, training and development.

These considerations may inform the precise form and modalities that the new centre adopts. A Planning Group, consisting of representatives from research institutions, national social science councils and/or governments, and relevant UN agencies should be convened to develop a detailed blueprint for the centre.

Unesco is requested to provide the general auspices for the centre and convene such a meeting.

V. UNESCO's ROLE IN THE PROMOTION OF SOCIAL SCIENCES

In the light of the problems which were seen to exist both at the national and regional levels, it was felt that Unesco was well placed to assist in the development of the social sciences. Such assistance would be most appropriate and welcome in the following areas:

i) The establishment of better regional linkages. These linkages would be aimed not only at a better co-ordination of existing support structures but possibly also at a broadening of their base. Better dissemination channels, through improved documentation facilities, would be an additional advantage, as would an exchange of information on desired and on-going research.

ii) The translation of significant texts into local languages and the commissioning of new texts (to facilitate the development of the social sciences at the national level) and, looking further ahead, translation of works from local to one or more international languages (to facilitate social science development at the regional level).

iii) Providing training facilities for young faculty members, particularly those trained locally. This need not necessarily mean that Unesco would actually have to manage these facilities; instead, its role may largely be co-ordinative

involving in many cases no more than the wider use of training facilities already available in the region.

iv) Strengthening of existing academic and professional institutions, regional as well as national, so that they can perform their functions more effectively and thereby hasten the process of the indigenization of the social sciences.

One way in which Unesco could play its expected role in this overall regard was through the establishment of a Regional Social Science Centre, along the lines envisaged in Section IV of the Note prepared by the Secretariat and taking note of the views of this meeting summarized in Section III of this Report. Such a Centre could, in addition to addressing itself to the above tasks, also help to ascertain more systematically the priorities which exist in the region regarding the promotion of the social sciences and respond to these in an appropriate manner.

VI. RECOMMENDATIONS

R-1. Training and Reorientation Courses for the Faculty

The meeting noted that although there has been an impressive increase in the number of social scientists in most of the countries in the region in recent years, there is very little evidence of commensurate increase in the quality of research and teaching in social sciences. Whereas there is a gap in availability of qualified and trained social scientists to undertake first hand research on social, political, and economic problems relevant to the countries in the Asia and the Pacific region on the one hand, there is the serious problem of unemployment of university graduates in social sciences, on the other.

There is, therefore, an urgent need for both raising the level of professional education in social sciences and for upgrading the level of professionals already working the field.

Towards meeting these twin goals, the following measures are recommended at the national level:

1. Further strengthening of social science research and teaching through

   i) Introduction of social science disciplines in the university curricula where they do not exist;

   ii) Establishment of post-graduate programmes (MA and PhD) where they do not exist;

   iii) Inclusion of social science topics in professional, technical and administration curricula;

   iv) Introduction of social sciences in primary and secondary education; and

v) Emphasis on methodology and field work in training and research as opposed to descriptive and bookish approa approaches currently being pursued in most of the institutions of higher learning and research.

2. Reorientation and upgrading of the level of social scientists may be attempted through following means:

i) Promotion of research programme designed to evolve appropriate approaches to social sciences in the context of socio-cultural traditions, value systems and their relevance to future perspectives;

ii) Research designed to identify traditional institutions, value and attitudes which are potentially supportive of development efforts;

iii) Continuing efforts to promote interdisciplinary capabilities;

iv) Training in quantitative methods, and in the use of computers;

v) Periodic refresher courses to present recent advances in theory and in research methodology; and

vi) Periodic meetings and courses designed to maintain contact with the global social science community;

R-2. Writing of the History of the Growth of Social Science in the Region

The expert meeting, being aware of the imitiative character of social science research and teaching in Asia and Oceania, and of the heavy dependence of social scientists in the region on the West, wishes to emphasize the need for idigenization of social sciences. Towards this end, the meeting recommends that social scientists consider undertaking the writing of the history of the growth of social sciences in their respective countries.

In addition, the following measures are also recommended:

i) An indepth analysis of ancient heritage, traditions, value systems, and socio-economic structures in order to identify the roots and origins of existing social systems and thereby to provide a sound foundation for development of indigenous social sciences.

ii) A programme of continuing stock-taking exercise in each sub-field of individual social science discipline.

iii) Institution of documentation and abstracting services.

iv) Compilation of directories of social scientists, and of social science institutions.

v) Establishment of voluntary professional association or national social science institutions where they do not exist.

R-3. Support for Professionalization of the Social Sciences

The meeting recommends adoption of measures for exchanging information about the activities of national unidisciplinary and/or multi-disciplinary social science organizations (such as National Social Science Research Council or National Social Science Research and Development Centre) to promote development and utilization of social science knowledge.

It also recommends adoption of measures for strengthening the existing national social science research councils or National Social Science Research and Development Centres to stimulate collaborative efforts among social scientists, and promote research on socio-economic problems of society.

R-4. Encouraging governments to evolve Social Science Policies

The meeting noted that most Asian countries do not have formal or explicit social science policies. The proposed Regional Social Science Centre under the auspices of Unesco, could actively assist countries in evolving appropriate social science policies in the context of their heritage, culture, and other indigenous characteristics. More specifically, the national social science policies could be related to the development of manpower potential in social sciences and the recognition of social sciences as an important component of socio-economic development. Such a policy could indicate the criteria for determining priorities and for mobilizing and allocating funds for research. It could also lay down the basis upon which expatriates could undertake research in the country concerned and provide the best possible facilities for the utilization of social science research within the country. Furthermore, the respective national policies could cover questions of regional collaboration in the social sciences for teaching and research.

R-5. Exchange of expertise and experience

The meeting recommends the institution of a regular programme for exchange of social scientists in the region through adoption of innovative and supportive financing by the Member States and the UN system. Such a programme will admit dissemination of information, placement of experts, sponsorship of workshops, symposia and seminars and the organization of joint research projects on regional, sub-regional and bilateral bases. Universities and research institutions in the region may undertake to create facilities whereby academics and researchers are encouraged to spend sabbatical and study leave in the countries of the region. Unesco may also assist in the development of graduate studies through a provision of special incentives and facilities on a reciprocal basis in respective countries.

R-6. Cross-cultural Comparative Research

The meeting recommends the adoption of the measures for cross-cultural research through bilateral/multi-lateral arrangements among the countries of the region, with due emphasis on cross cultural field experiences to stimulate non-parochial social science development in Asia and Oceania. One fruitful area for cross-cultural research will be a comparative study of social structure and social change in socialist and non-socialist countries.

The meeting strongly feels that participation in joint research projects is an effective way of establishing communication links amongst the scientists of the various countries of the region.

R-7. Unesco's Programme of Social Science Status Reports

The meeting appreciates the initiative taken by Unesco in organizing a series on status reports on Social Sciences in Asia. In view of their importance, and for purposes of their wider utilization, it is recommended that the presently available papers in the Social Sciences in Asia series be updated for publication in book form. The background paper on "Social Science Situation in Asia" presented by the Regional Adviser for Social Sciences at this meeting may be included in the proposed publication to serve as an Introduction to the book.

It is further recommended that Unesco may initiate a second series along similar lines for assessing the growth of individual social science disciplines in the various countries of the region. Such status reports may include:

i) Developmental history of the discipline;
ii) Theoretical underpinnings/influences;
iii) Research focus and consequences;
iv) interdisciplinary level and consequences;
v) Manpower and job-relevance of training;
vi) Future development; and
vii) Bibliography of research carried out in the country in that field.

To begin with, such series may be initiated in the field of Sociology and Political Science; later, other disciplines may be covered. Through such exercise it will be possible to bring out volumes such as Sociology in Asia, Political Science in Asia, etc.

R-8. Aiding the Process of Switch over to National Languages

The meeting recommends the initiation and sustenance of a programme of creative and authentic translation and preparation of suitable reading material in social sciences in the Asian and Oceania context. This activity may include the following:

i) Development of scientific vocabulary in national languages.

ii) Preparation of original textbooks drawing heavily on material generated within the country, and in other countries of the region.

iii) Translation of technical material from other languages -- both international languages as well as those of neighbouring countries.

iv) Translation of technical material, generated in the country, into foreign languages.

R-9 Regional Centre for Social Science Research

The meeting feels that there are many gaps in the elements supporting the growth and strengthening of the social sciences in the region. For this reason, it is desirable that some regional arrangement be brought about which would assist in performing the following functions:

1. Stocktaking exercises on priorities and the development of theoretical and methodological approaches particularly relevant to the needs and traditions of the region.
2. The development of opportunities for effective and practical research training and experience, particularly for younger social scientists.
3. The development of upgrading exercises and opportunities for familiarization with recent developments for established university teachers.
4. Support for the social science enterprise in individual countries.
5. Co-ordination within the region among at least four types of institutions:
   a) regional professional organizations;
   b) UN agencies;
   c) regional funding agencies; and
   d) national funding agencies.
6. Encouragement and facilitation of cross-cultural comparative research, including arrangements for adequate cross-cultural fieldwork experience.
7. Encouragement to the utilization of the social sciences in the region.
8. Developing a clearing house function and documentation centre.
9. Facilitation of translation of social science literature into and out of national languages, and the preparation of national language textbooks.

This list is not intended to be complete or definitive and is not in a strict order of priority but does attempt to reflect the views of the meeting on the important functions for the proposed centre in the present situation.

In establishing such a mechanism it will be necessary to ensure that its structure provides a sufficient degree of flexibility to facilitate the working of existing regional and national institutions, and to avoid duplication of effort. For this purpose, it might be desirable to ensure that it is of modest size so that it does not suffer from the maintenance crises currently being experienced by other centres. It will be desirable that it have a strong financial base which may be built through the provision of multiple funding sources.

Unesco may consider the possibility of constituting a small planning group to examine all these aspects in greater detail and prepare a blue print for the proposed centre.

R-10 Proposal for a Unesco Inter-Governmental Conference on Social Science Policies in Asia and Oceania

The meeting notes with appreciation Unesco's initiative in organizing Conferencesin Asia on Science Policy, on Cultural Policy and on Communication Policy, and recommends that a similar intergovernmental conference be convened in Asia by Unesco to discuss Social Sciences Policies. Teh purpose of the Conference would be:

i. to assess the present status of Social Science Policies in the region;

ii. to encourage participation by the social science community in the formulation of such policies;

iii. to coordinate such efforts at the regional level; and

iv. to raise moral and material support for the establishment of a Regional Centre for Social Sciences.

Annex - I

UNESCO BACKGROUNDERS

1. Social Science Situation in Asia

2. Note on the Feasibility of Establishing a Regional Social Science Centre for Asia and Oceania

1. SOCIAL SCIENCE SITUATION IN ASIA*

I. Introduction

Under the impact of the twin processes of decolonization and development, Social Sciences are increasingly gaining recognition and receiving importance in Asia. From a situation in early 1950s when there was a desperately small number of active social scientists in Asia, we have now entered the era of a continuously growing social science enterprise. More and more countries are realizing the need for social sciences in their development programmes, and are thus making heavy demands on the community of social scientists. Responding to this need, social science curricula are being introduced in centres of higher learning, and researches are being undertaken by trained social scientists on problems that are regarded as nationally relevant. Under the spell of new challenges, social science scene in Asia is rapidly changing.

Present paper attempts to describe this process of change and identify the problems that confront the social sciences in the region. For the evolution of a social science policy for individual countries,as also for the region, this exercise may prove fruitful.

II. Growth of Social Sciences: Historical Backdrop

Social Sciences, as they are currently defined, have arrived in Asia from the West as part of the westernization - modernization package. Most Asian cultures, in the pre-colonial phase had traditions of learning which were largely sacred in character, and which emphasized more on the abstract and the abstruse. During this phase, there existed knowledge that had social science relevance but it can not be called social science. The writings had the tone of prescription and tended to be normative in orientation. The intellectual scene was dominated by thinkers and philosophers, but there were no social scientists, in the modern sense of the term.

The first phase of modern social sciences in Asia roughly synchronizes with the first phase of the colonial era. It is characterized by a series of ethnographic studies on the various cultural groups, carried out mainly by the Europeans. First-hand accounts of the Asian cultures based on intensive field work were published

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by the anthropologists, travellers, missionaries and administrators; this material constitutes the first set of social science literature about this region. However, it is the "queer", the "exotic", the "primitive", and the "eastern-oriental" of these societies which became the subject-matter of the earlier works. Thus, while social sciences were gaining ground in the West as a major intellectual movement, Asian societies became the objects of study for the practitioners of the new discipline. Anthropology, for example, was defined as a study of the "other societies". Social Scientists in this region became a synonym for outside observers. Asia, thus, contributed to the growth of social sciences in this phase not through its scholarship, but through providing a field for study.

With the introduction of modern schooling by the colonial powers, teaching in social sciences also started. History and geography were the first to be introduced at the school stage. Other disciplines, representing core social sciences arrived later and were taught only in colleges and universities. In general, higher education in the early days was confined to natural sciences and mathematics, and the soft disciplines were covered under the rubric "humanities".

To a large extent, this pattern was also followed by those countries which were not colonized. In the educational field, even these countries underwent a phase of what may be called, vicarious colonization. One example of this latter process is Nepal where the "Western-style education began... with the establishment of the Durber High School in 1878" (Rana, 1976: 60). The first college, established in 1918 was "affiliated to the Patna University in India" and thus it followed the "British colonial education pattern" of India (idid). This "colonial legacy of British India continued to prevail until as late as 1971" (ibid: 61).

In case of Thailand, which was also never colonized, British and French influence on its educational system "were certainly the strongest until the second world war" (Suvanajata and Namatra, 1976: 50).

In Japan, the social sciences were "implanted" during the Meiji period (1868-1912). Since the "Meiji nation-building was finally modelled on Prussian...the university system followed the German pattern".

Following table summarizes the initial intellectual influence in the various countries of Asia.

Table 1

Initial Influence on Social Sciences in Asia

	Countries	Initial Intellectual Influence	
1.	Afghanistan	French	British
2.	Australia	British	
3.	Bangladesh	British	
4.	Burma	British	
5.	India	British	
6.	Sri Lanka	British	
7.	Pakistan	British	
8.	Nepal	British	
9.	Thailand	British	French
10.	Malaysia	British	
11.	Singapore	British	
12.	New Zealand	British	
13.	Indonesia	Dutch	
14.	Iran	French	British
15.	Japan	German	
16.	Republic of Korea	Japanese	
17.	Mongolia	Soviet	
18.	Philippines	Spanish	American

While social sciences are recent arrivals in Asia, they did not reach all the countries at the same time. The story of their entry, their recognition, and their growth varies from country to country, and from discipline to discipline.

From a review of the country reports on the status of social sciences, it clearly emerges that while in some of the countries the social science enterprise is well-established and is impressive in size, in several others it is still struggling for its identity and credibility. There are countries in the region, which produce large number of social science graduates and Ph.Ds, and have regular and impressive flow of publications of international standard;

and there are also countries where instruction in most of the social science disciplines is imparted only at the undergraduate level -- students aspiring to specialize in any of the social science disciplines have no option but to go abroad. Such is the situation in Sri Lanka, Afghanistan, and Nepal. Even in Iran, only two students were registered for Ph.D. in the year 1974. In Sri Lanka, the university does not have a single full-fledged Professor in any of the social science departments: all the undergraduate courses are, therefore, run by lecturers. In Afghanistan, the highest degree awarded by Kabul University is that of B.A., and that is regarded as adequate qualification for a faculty appointment. In Nepal, no post graduate course is given in sociology, anthropology, or psychology, although some provision is being made to award Ph.Ds. in sociology and anthropology; it is, however, not essential for the candidates registering for doctorate to have M.A. in these desciplines. Only two of the core social science disciplines namely, Economics and Political Science -- are taught. Even Political Science was introduced very late, and in the early phase no books on political science were allowed to be imported.

Social Science subjects emerged as distinct disciplines through different routes in different countries. Thus, the countries which were influenced by the Dutch or the French educational system started with law. The disciplines of sociology and political science were first taught as a paper, or a course, to the law students. This was the situation in Indonesia, Cambodia, Iran, and Afghanistan. In Indonesia, anthropology arrived through linguistics and prehistory. Philosophy mothered psychology in India, Pakistan, Bangladesh and Burma; and sociology came through the gateway of economics in these countries. The new disciplines of public administration, and of international relations, have recently separated from political science; similarly, the discipline of business administration emerged out of commerce, and of management out of psychology.

In several universities of the region, social sciences are still lumped together with other humanities in the general Faculty of Arts. What constitutes social sciences is also defined separately by various countries. There appears to be universal agreement about the core disciplines of sociology, political science, social psychology, social anthropology, and economics. In addition to these, following disciplines are also accorded a social science status in some countries: mass communication, social work, journalism, military science, demography, law, criminology, linguistics, philosophy, education, geography, and commerce.

Table 2 gives the frequencies of each discipline regarded as core or subsidiary in different countries of the region.

Table 2

Subjects included in Social Science Category in Asia
(number of countries covered: 18)

Subjects	Regarded as Core discipline	Regarded as Subsidiary discipline	TOTAL
1. Sociology	18	0	18
2. Economics	16	2	18
3. Political Science	17	1	18
4. Anthropology	15	2	17
5. Law	10	2	12
6. Public Administration/ Administrative Science	9	4	13
7. Statistics	8	5	13
8. Psychology	8	2	10
9. Social Psychology	7	1	8
10. Business Administration	7	2	9
11. Demography	6	1	7
12. Geography/Human Geography	5	7	12
13. History	5	3	8
14. International Relations	4	4	8
15. Linguistics	4	0	4
16. Social Work	3	1	4
17. Educational Science	2	5	7
18. Banking/Commerce/Accounting	2	3	5
19. Communication Science	2	3	5
20. Philosophy	2	2	4
21. Criminology	2	2	4
22. Management	2	2	4
23. Journalism	0	5	5
24. Teaching/Teacher Training	0	2	2
25. Theology	0	2	2

In all the countries, the first generation of teachers in the social science field were foreigners; in the colonized countries, they came from the colonizer country, and in others from those countries which had developed with them significant political linkages. This also determined the language of instruction; in countries of the Indian subcontinent (India, Bangladesh, Pakistan -- which were, prior to 1947 partition, one country under the British rule), and in Sri Lanka, Burma, Malaysia, Singapore, Australia, and New Zealand, the medium of instruction was English, and the text

books were those used in British universities; in Indonesia, Dutch was the medium of instruction; in the Philippines, it was Spanish first and then American English; in Laos, Viet Nam, and Cambodia it was French; in Korea, it was Japanese and then American English; in Thailand, Nepal, Japan, Afghanistan, and Iran, both the national languages as well as the foreign languages were used and important material from the foreign languages was translated in the national languages. Competence in foreign language and exposure to the intellectual style of the domineering culture determined the place for Asians for their higher studies.

In the second phase, native scholars trained abroad, in the universities of their respective colonizer countries, began to join the ranks of the faculty, and to gradually replace the foreign faculty.

In the third phase of the development of social sciences in Asia, the faculty got further differentiated with the addition of the locally trained graduates who were only vicariously exposed to the foreign influence. Researches by the native scholars -- also designated as "insiders" -- received a major impetus in this phase. It may be mentioned that even the scholars from these countries, who went abroad for higher studies, were encouraged to do their field work in, and write dissertations on, their own societies. In a way, they developed their understanding of their own societies "via the West".

The colonial phase in the history of the Asian countries had thus, the most decisive influence on the growth of various branches of knowledge, and on the general intellectual climate. In most cases, during this phase, external exposure was received through a single aperture. With the attainment of independence, the culture of the college became more open. Two things happened:

1. Single aperture model was replaced by the multiplicity of apertures.

2. The earlier single aperture got somewhat narrowed down -- because of the prevalence of an attitude of ambivalence, intellectuals started looking for different reference groups than the colonizer country.

The flow of intellectuals from, and to, the newly independent country became diversified; for different purposes, different apertures became significant. In addition to United Kingdom, France, and the Netherlands, people began to look towards Germany, USSR, and USA for intellectual stimulation. In the field of social sciences, the United States of America emerged as a powerful reference group for most countries of Asia. Both literature and personnel began to flow in from the US, and several opportunities were opened out

for the students from this region to go to US for higher studies. So great has been the impact of this new single source of intellectual influence that social sciences began to be decried as "capitalist", and the emerging pattern described as a form of new "academic colonialism", which, in the words of Professor Alatas bred a tribe of "captive minds".

III. The Present Profile: Distinctive Features of Asian Social Sciences

Against this historical backdrop, it is possible to describe, in general terms, the present profile of social sciences in Asia.

1. In the emerging new nations of Asia, social sciences are increasingly gaining recognition and the size of social science manpower has considerably enlarged.

2. In countries where there is a relatively longer tradition of social sciences, the professional community has a very high percentage of locally trained members. However, most of the locally trained social scientists are younger in age, and, consequently, occupy lower rungs of the hierarchy. There is still a premium on foreign degree.

3. With the expansion of higher education, and new openings in other sectors, many native scholars have started returning from foreign countries. Such returnees have become leaders of the profession and have contributed to the growth of social sciences. At the same time, with the opening of new apertures -- aid, foreign fellowships, etc. -- younger scholars are also going in larger numbers for higher studies abroad. They contribute to the process of so-called "brain-drain".

4. A much larger demand structure has been created for the social sciences. Social scientists are needed now not only in the colleges and the universities but also in various government departments, and in big business and industrial firms. Within the education system also social sciences are in much greater demand; in this regard, four important trends are noticeable:

   (i) students specializing in any one social science discipline are required to offer a course or two in a sister social science discipline;

   (ii) researchers have started exploring the subject areas which were earlier regarded as a province of some other discipline, i.e. they are developing interdisciplinary orientation;

(iii) even in professional institutions -- like medical schools, engineering and technology institutes, and agricultural colleges -- social science curricula are being introduced; and

(iv) disciplines such as law, education, history, which had earlier defined their scope differently are attempting a social science orientation.

5. A number of activities have been initiated by Asian countries to accelerate the process of development, immediately after the attainment of independence. Significant contributions to this process are being made by the developed countries, and by international agencies. The new programme of development has thrown new challenges for the social sciences. The governments need social science assistance for carrying out bench-mark surveys, for conducting evaluation studies, and for training the action-agents. This contribution is made both by the indigenous social scientists, as well as social scientists from other countries made available through bilateral arrangements, and through various UN agencies. Even scholarly interest has been generated to study the process of directed social and cultural change; a need is also felt to study the existing structures which might disappear or get transformed due to massive programmes of change. Social science research has become action-oriented, and is regarded vital in the changed context.

6. Recognizing the importance of social sciences, the governments have direct involvement in their promotion. Providing funds for research to indigenous scholars, granting visa to foreign researchers, monitoring findings of research, and determining priorities are some of the activities which governments have undertaken. It is through the examination of these activities that one can decipher the elements of social science policy even in those countries which do not have any stated, well-articulated, social science policy.

7. There has started a trend towards professionalization of social sciences. This can be seen through several indicators:

(i) establishment of discipline-based national associations

(ii) organization of national, and provincial conferences and seminars

(iii) publication of journals

(iv) establishment of national level social science councils or equivalent structures to support social science research, and to strengthen social science infrastructures

(v) publication of research monographs, and textbooks

(vi) setting up of research centers and institutes

8. It is difficult to provide accurate statistics about the social science manpower in Asia. However, the available literature is utilized to propose a typology of social scientists based on the kinds of jobs they are engaged in (see Atal, 1974:119-120).

(a) Social Scientists in Universities and Technical Institutions

(i) Administrators, who have ceased to function as active teachers or researchers

(ii) Social science faculty
- Universities and colleges
- Technical institutions

(iii) Paid research staff
- permanent
- ad hoc

(iv) Research scholars

(v) Students

(b) Social Scientists in Government

(i) Social science advisers

(ii) Researchers

(iii) Administrators

(iv) Only degree holders but doing no social science

(c) Social Scientists in Private Sector

(i) Social scientists in industry
- Labour welfare officers
- Personnel managers
- Researchers

(ii) Clinical men
- Psychiatrists
- Marriage counsellors
- Others

(iii) Degree holders

(d) Social Scientists in Research Organizations

(i) Working in government sponsored but autonomous organizations

(ii) Working in non-government organizations

(iii) Others

(e) Residuals

(i) Unemployed, including housewives

(ii) Retired

(iii) Not having university degrees in social science, but practising it

(iv) Others

9. A number of organizations and agencies have started functioning at the regional level which are engaged in the promotional task. Prominent among them are:

(i) Association of Asian Social Science Research Councils (AASSREC)

(ii) South-East Asian Social Science Association

(iii) International Development Research Council of Canada (regional office: Singapore)

(iv) Agricultural Development Council, Singapore

(v) Southeast Asian Studies Programme

(vi) Ford Foundation

(vii) UN Asian and Pacific Development Institute (APDI), Bangkok

(viii) UN Asian and Pacific Development Administration Centre (APDAC), Kuala Lumpur

(ix) UN Social Welfare and Development Centre for Asia and the Pacific (SWD-CAP), Manila

(x) UN Asia and Pacific Centre for Women and Development, Teheran

(xi) The Association of Development Research and Training Institute of Asia and the Pacific (ADIPA), Bangkok

(xii) Regional Institute of Higher Education and Development (RIHED), Singapore

IV. Areas of Concern

Social Sciences in Asia confront many problems: several of these are common to almost all the countries; some are peculiar to individual countries. Below we list the problems that are commonly experienced by the social scientists of the region.

1. Indigenization call

One witnesses an almost universal demand for indigenization of social sciences. The various forms that this demand takes may be identified:

1.1 Teaching through the National Language

Increasingly, all the countries of the region are taking steps to introduce national language as the medium of instruction at higher levels of learning; this is a logical second step after the introduction of the national language as medium of instruction at primary and secondary levels of education. In the case of India, the problem is further compounded by the fact that the constitution recognizes 14 regional languages, and the various states are moving towards adoption of regional languages for purposes of instruction. The implications of this policy on the growth of social sciences may be noted:

1.1.1 Lack of Preparedness among Social Science Faculty

In the countries where social sciences are relatively recent, most of the social science faculty consists of those who have been trained abroad, and therefore they do not possess requisite competence to conduct classes in the national language. In countries with a strong social science tradition the faculty is broadly stratified as under:

- senior professoriat, having linguistic competence in a foreign language only

- middle level faculty having better grasp of the foreign language, but also some competence in the national language

- younger faculty having poor competence in the foreign language and facility of expression in the national language

Such a situation creates communication crisis. The student population gets deprived of the training that can be imparted by senior faculty, and receives instruction from ill-trained teachers. Of course, there are notable exceptions.

1.1.2 Paucity of Material

Acceptance of national language as medium of instruction necessitates production of literature in the national languages.

Since social sciences developed in the West, most of the books are available in non-Asian languages which are beyond the comprehension of most of the students now entering post-graduate departments. As they received education through the vernacular language, they are put in a disadvantageous position when asked to consult material, or listen to lectures, in a foreign language. They, therefore, ask for books in the national language.

But the demand for books in the vernacular cannot be fulfilled by the seniors who, though experts in the field, lack communication skills in the vernacular. This has given rise to a class of saviours. In terms of their authorship, the books produced in vernacular languages can be classified into five categories:

1. books in which social science is tolerable but the language is poor;

2. books in which social science is poor, and language is journalistic;

3. books which have a fair balance of the two -- language and content;

4. books which are just bad -- in content, and in language;

5. books (very few) which are competently done -- most of them are however, translations.

"It must be said that many of the so-called 'original' textbooks are best examples of plagiarism. The craft of writing a textbook has certain distinguishing features: the subject matter of these books is determined by the university syllabi; considerable distortion is introduced during the process of translation; mostly one foreign book is made the base and a vernacular version is prepared in which footnotes are made a part of the text; the emphasis is laid more on definitions and quotations, and less on examples and illustrations from the local setting. Produced cheaply and in large quantities, these books, like the bad money, keep good books out of circulation. Question-answer type essays, 'Keys' and 'An hour before the examination' series flood the market and the vulnerable student falls an easy prey to these allurements. The beneficiaries are mainly the publishers; the sufferer is social science. The damage done this way is beyond repair; after a habit of short-cut journey a long and circuitous route of hard work cannot attract traffic. The existing system of examination, emphasizing on memorizing, has fostered this tendency. Induction into social sciences through such a back door has had a telling effect on the teaching standards. It is the riff-raff social science that is taught and learnt in our colleges. Those centres which have stuck to English or any other foreign language have, in the process, become elite centres; a class-structure has thus emerged in the profession", where the elites are mostly alienated from the cultural context, and the non-elite are ill-prepared to respond to the new challenges" (Atal, 1976: 138).

1.1.3 Insulation from the Outside

The new generation of social scientists, because of their lack of competence in an international language is likely to remain unexposed to the recent developments in the discipline in other countries. Likewise, their own work will not reach the outside researchers and fellow colleagues. Such an insulation may alienate the country's social scientists from the world social science community.

The same thing may happen within the country if regional (provincial) languages are made the medium of instruction.

1.1.4 Student Hostility towards Senior Faculty

Senior faculty's continuous insistence on foreign language, disregarding the reality of switch-over to national language, has already created a hiatus between them and the students. The students disapprove of the mistreatment meted out to them by the teachers because of the former's inability to transact business in the foreign language. They might argue that their lack of competence in the international language cannot be ascribed to them. It was not their mistake to study through the national language; it was the decision of the government. They rightly complain that it is the fault of the social science faculty to have neglected the important and ramifying change in the educational system, initiated by the government's language policy. They should have responded to the change and prepared to meet the new challenge. Students of change have, in a way, failed in their own field of specialization.

1.2 Theoretical and Methodological Reorientation

Over the past years, social scientists of the region have begun raising doubts about the applicability of western theories, models, and research methods in the Asian context. More vocal among them have gone to the extent of completely rejecting them, and asking for an effort to develop indigenous tools. This concern is expressed in several status reports on social sciences published by Unesco.

In a 1968 symposium on The Relevance of Social Sciences in Contemporary Asia (organized by the World Student Christian Federation), several speakers dwelt on this theme. For example, Professor Kikuo Yamaoka of the Waseda University Tokyo, remarked:

> "...we Asian scholars have done little more than import the several social sciences directly from the West, and use them to prepare and deliver our lectures, but have failed to give birth to creative theories designed for, and derived from, Asian realities" (Yamaoka 1968:4).

In a much stronger language, Professor C.T. Kurien remarks:

> "We are neither Asian nor scientists. Our knowledge about the problems of our own societies is largely bookish, and the books that we read are mainly from the West.
>
> "We are beggars all of us -- we sneak under many an academic table to gather the crumbs under them. And we mix these bits and make a hash which we pretend to relish, but which we can hardly digest. We have hardly made a contribution to academic cuisine, and have thought it impossible to prepare a dish of our own, with a recipe we have made, using ingredients we have" (1968: 17-18).

Recognizing that an uncritical acceptance of the "traditional social sciences which have been developed as part of the totality of learning in the West" is not desirable, Professor A.C. Espiritu, of the University of the Philippines, has this to say:

> "It is of the highest priority that the teachers and practitioners in the social sciences in Asia emancipate themselves from the value bias of western concepts and postulates of reasoning.
>
> "Asian social scientists should undergo a truly creative engagement with their own culture and society, making use, in the process, of frameworks that provide standards of relevance to the experiences and aspirations of their own people" (1968:43)

This concern for relevance, it must be said, is not always a manifestation of chauvinism. In most cases, scholars have tried to emphasize the "parochial" nature of the Western social science by questioning the generalizability of its theory. Their demand, thus, should be interpreted

as a call for "deparochialization of the theory through its testing in diverse settings, leading to its modification, or even its replacement, so that it becomes truly "universal". Very little, however, has been done in this direction; what is in evidence is the articulation of the criticism by the leaders of the profession, who in their own researches unfortunately continue to broadly follow the same style and thus remain ambivalent and equivocal.

1.3 Research by Insiders

One significant step towards indigenization taken by most countries is the promotion of research by the "locals", and putting curbs on "expatriate" research. Several methodological problems concerning research by insiders versus outsiders have come to the fore. It may, however, be mentioned that refusal to outsiders for research has not always been guided by academic considerations; similarly, political considerations have also prevented insiders from doing research on some of the themes. Cases are cited where the governments allowed expatriates to carry out research on the most "relevant" areas while the insiders were not granted to do research on those very themes. Curbs on publication of the research findings is yet another problem; while the foreign researchers enjoy a relative freedom to collect material and publish the findings, the locals may never be allowed to do so.

1.4 The question of Priorities

One dimension of indigenization is promotion of research on themes that are regarded as nationally important and relevant. This "revolution for relevance" is a new phenomenon and is of considerable importance for policy making. Questions raised in this regard are the following: Relevance for whom? Relevance in what time perspective? Are imported theories and models relevant?

In determining priorities, the governments keep their ideological considerations in view, and expect the scholars to be "committed". The eternal problem of ideological commitment versus scientific objectivity exists in one form or the other in all the countries of the region.

2. Ambivalence towards Interdisciplinarity

Because of their relative recency in Asia, social sciences are still following the old conventional pattern of unidisciplinary approach. The university departments are still discipline-based, and the students are given very little exposure to other disciplines even within the domain of social sciences.

As was said earlier, considerable differences exist as regards the subjects that constitute the core of social sciences. Some disciplines still face the identity crisis in that their candidature as a social science has not been accepted. In other cases, futile battles are fought to maintain individual disciplinary boundaries. For example, the practitioners of the twin disciplines of sociology and social anthropology observe a love-hate relationship. When occasion demands they wear either of the caps; but when it comes to removal of the artificial wall between the two disciplines — which are identified separately because of the historical factors of their birth -- they jealously resist the attempt. In other cases, different specialities within the single discipline have also acquired the status of separate disciplines.

Some form of interdisciplinary interaction is, however, noticeable in research projects, and in research centres and institutions set up outside the university system.

One reason for the reluctance to accept interdisciplinary approach is a certain sense of insecurity among the senior and old generation of social scientists. In their time, they did not have such interdisciplinary interactions, and as such they feel somewhat ill-equipped to pursue research of the new variety. They also feel that establishment of joint departments may affect their administrative seniority, and, thus, their influence and prestige. Such a situation has been responsible for the flight of many a research worker from the universities to research institutes and centres created outside of the university framework. This has meant a talent-loss for the universities, which are, as a result, reduced to teaching agencies; the role of research that they ought to perform is being taken away by the research centres. Such a separation between teaching and research poses several problems for the profession.

3. Unprecedented Expansion of Social Sciences

The social science expansion can be gauged in several ways. Departments of social sciences are being established in the old universities; new universities are coming into exis-

tence in which departments for social sciences are being created. The demand for teachers, as a consequence, is growing. Social sciences are also being introduced in technical education. Social scientists are recruited in government bureaus and research centres, and the volume of publications in social sciences is also growing. Countries of Asia face the problem of coping with expansion of social sciences. We enumerate the problems associated with this phenomenon:

3.1 Need for more Teachers

Many positions of professors are lying vacant, as qualified people are not available. As a temporary measure, foreign faculty is hired; in many cases, less qualified people have been promoted.

3.2 Need for Social Science Jobs

While many new avenues for social scientists have been opened, the size of the graduating population is much larger compared to the number of available jobs. Moreover, new jobs are created for higher positions for which the fresh graduates cannot be taken. In some countries, administrative positions within the government are far more attractive than university jobs, with the result that social scientists are weaned away from the academia (Nepal, Sri Lanka and Papua New Guinea face this problem acutely).

3.3 Social Sciences in Technical Institutions

Social sciences in technical institutions are regarded as strangers. There is resistance both from the students, as well as the technical faculty who regard teaching of social sciences as a form of an encroachment. Social sciences themselves are not fully prepared to perform this new role.

3.4 Dearth of Research Funds

Although the importance of social sciences is now being recognized they are still regarded less important compared to natural and applied sciences. As a result, bulk of research funds are diverted toward the latter and very little is made available for social sciences. This is reflected even in UNDP country programmes, and in the request under Participation Programme submitted by Member States to Unesco.

3.5 Inadequate Preparation for Consultancy Functions

Because of dearth of dependable research carried out within the countries, the social scientists feel handicapped in their role as experts and consultants to government. In most countries, there is relatively smaller number of nationally acclaimed social scientists; and these are frequently invited to advise the government on various matters. Left with little time to do their own research and reading, the top social scientists are thus becoming "committee men", and offering advice more on the basis of their "general knowledge", or previously acquired out-dated information. In turn, a criticism is made by those in government that social sciences have nothing significant to offer.

4. Utilization of Social Sciences

One of the major concerns of the social scientists in Asia is related to the non-utilization of social science research. No doubt, research is financed, and social scientists are recruited, but there exists a general feeling that research is not sufficiently relevant to national needs and government policy. A gap seems to exist between the producers of research and its consumers. Not only the governments do not utilize the findings of social science research, even the professional community shows indifference towards research carried out within the country. Apart from the delay in the publication of research findings, there is considerable time lag between publication of research and its entry into the curriculum. Research published in national languages reach, if at all, other countries after considerable delay.

5. Absence of Intra-Regional Linkages

This problem is best summed up in the remark made by Professor M.S. Gore in his welcome speech at the Asian Conference on Teaching and Research in Social Sciences, held in Simla (India) in 1973. Professor Gore said:

> "...we will find that we know so little about each other though, in a geographical sense, all the countries are neighbours and most of them are experiencing generally similar problems. It is a weakness in our scholarship that we know a great deal about countries of the developed world and their problems and so little about ourselves and our neighbours" (Gore 1974:28).

The same concern was voiced by Atal in his "Introduction" to the proceedings of the above-mentioned conference:

> "Geographically proximate social scientists of the region still remain academically remote. They share a common cultural heritage of the East but do not have a cooperative fund of contemporary knowledge" (Atal 1974:12).

6. Need for Upgrading

Concern with indigenization, excessive involvement in national activities, declining competence in the international languages, and several other factors have been responsible for keeping an average social scientist of this region relatively uninformed about the recent development in the social sciences. Even when he is informed, he feels handicapped to utilize them in his work because of lack of training. Those among the younger colleagues who had the advantage of studying abroad find it rather difficult to pursue the new lines for lack of infrastructural support. A need is, therefore, felt for programme of reorientation and training for the practising social scientists so that they could upgrade their knowledge and improve their competence. The need for training in mathematics and statistics, and in the use of computers, is seriously felt. Orientation courses are also considered desirable to acquaint practitioners of one discipline about the theoretical and methodological developments in other sister disciplines.

With the ever-increasing size of the profession, it has become difficult to despatch all the eligible and willing candidates to a foreign country for such a training. Some efforts are being made to institute short-term national-level training programmes. But these need further strengthening.

V. Agenda for Future

The analysis of the present situation and the problems currently experienced by social sciences in Asia should help us evolve a programme for the future. It is clear that effort is needed both at the national as well as regional level. Some of the needed measures are listed below:

1. Efforts needed at the National Level

1.1 Further introduction of social sciences

By this is meant:

(i) Introduction of social science disciplines in the university curricula where they do not exist.

(ii) Establishment of Post-graduate, and Ph.D. programmes, where they do not exist.

(iii) Introduction of social sciences in professional (technical) education, in the training of government offices, and in primary and secondary schools.

1.2 Training and Reorientation Courses for the Faculty

These may focus on:

(i) Training in mathematics, and in the use of computers.

(ii) Courses on recent advances in theory and in methodology of research.

(iii) Interdisciplinary orientation.

1.3 Aiding the Process of Switch-over to National Languages

Social scientists should actively participate in:

(i) Development of scientific vocabulary in national languages.

(ii) Preparation of original textbooks drawing heavily on material generated within the country and in other countries of the region.

(iii) Translation of technical material from other languages — both international languages as well as those of neighbouring countries.

(iv) Translation of technical material generated in the country into foreign languages.

1.4 Writing of the History of the Growth of Social Sciences in the Country

This would require:

(i) A programme of continuing stock-taking exercises in each sub-field of individual social science disciplines.

(ii) Institution of documentation and abstracting services.

(iii) Compilation of directories of social scientists and of social science institutions.

1.5 Support for the Professionalization of Social Sciences

(i) By encouraging the formation of national and provincial social science associations.

(ii) By setting up, or strengthening, national social science research councils.

1.6 Encouraging Governments to Evolve a Social Science Policy

Related to questions of:

(i) Manpower
(ii) Recognition of social sciences
(iii) Research funding
(iv) Research priority
(v) Expatriate research
(vi) Utilization of research
(vii) Regional collaboration for teaching and research

2. Efforts Needed at the Regional Level

2.1 Exchange of Persons

A need is felt to evolve a TCDC approach to promote exchange of scholars within the region both for teaching and for research. Organization of regional seminars and conferences may be regarded as an effective means to enhance the "visibility" of the work of fellow social scientists.

2.2 Exchange of Information

At present, no adequate mechanism exists through which information can be exchanged amongst the social scientists of the region. Following measures for improving the exchange may be considered:

(i) Publication of regional journals.

(ii) Organization of regional discipline-based associations.

(iii) Compilation of Asian directories of social scientists and social science institutions.

(iv) Preparation of status reports on individual disciplines, as a follow up of Unesco's programme for country reports on the overall social science situation.

(v) Publication of anthologies of significant social science writings on selected themes from Asian countries.

(vi) Provision of centralized documentation services.

2.3 Cross-cultural Comparative Research

Unesco has already pioneered in this regard. This may further be strengthened through bilateral arrangements.

2.4 Coordination between Various Regional Bodies Functioning in the Region, and Establishment of New Networks

Support to social sciences in Asia is provided by several agencies. However, there is very little co-ordination between them, and there is also lack of awareness about their programmes. Occasional get-togethers of these agencies may help in better co-ordination and avoidance of duplication. Either through AASSREC, or through any other agency a move may be made to establish a network of these agencies.

2.5 Support for the Preparation of Basic Textbooks in Various Subjects for use by Asian Universities

Professor Khin Maung Kyi of Burma (1977:83) makes a very specific recommendation in this regard:

> "Unesco could sponsor a project which would help compile basic textbooks in some social science disciplines such as sociology and economics. (It may) sponsor seminars and workshops on designing curricula, creating textbooks, and teaching of courses in social sciences in developing countries".

In a similar vein, Dr. Watanuki (Japan) recommends convening of "Review conferences on specific topics on which empirical data have already been accumulated and interpreted within the individual countries"

(Watanuki, 1976:47). Professor Nazmul Karim (Bangladesh) argues for textbooks thus:

> "Theory and concepts may be of universal validity, but textbooks by indigenous authors are necessary to locate them in a Bagladesh and Asian context" (Karim, 1976:13).

Dr. Rance P. Lee (Hong Kong) feels that such documentation would "help the Asian teachers and students free from the over-dependency on Western textbooks" (Mimeo: 54-55).

2.6 Need for an Asian Centre

For carrying out most of these activities, it may be desirable to set up an Asian Centre for Training and Research in Social Science (ACTARISS). This suggestion has been made by several authors of the status reports on social sciences. Thus, Dr. Stephen Chee (Malaysia) recommends "Founding, of a university of Asia for advanced research in social sciences" (Chee, 1976:38); Dr. Rahimi (Afghanistan) argues for the "establishment of an Asian Institute of social sciences" (Rahimi, 1976:22); considering such an Institute as useful, Professor Dube (India) feels that it "could provide valuable documentation and abstracting service" (Mimeo: 35); Professor Khin Muang Kyi (Burma) remarks: "The establishment of a regional school in the social sciences or in applied social sciences is often taken as an efficient way of providing high level training within the context of local conditions" (Kyi, 1977:33); Dr. Feliciano (the Philippines) is of the view that such a Centre could give the social sciences "in the individual countries as well as in the whole region the impetus to develop at a faster pace than heretofore" (Feliciano, 1977:91).

Appendix I

A Synoptic View of Trends, Problems and Suggested Measures for the Promotion of Social Sciences in Asia

Trends	Problems	Policy Measures
1. Indigenization call		
(a) Teaching through national language	(a) Dearth of trained social scientists competent in national language (b) Paucity of material (c) Insulation from outside (d) Student hostility towards senior faculty	Development of scientific vocabulary in national languages through active participation of social scientists - Preparation of textbooks - Translation of material published in foreign language
(b) Theoretical and methodological orientation	(a) Need for testing Western theories, models, and techniques in Asian setting (b) Need for evolving techniques and theories that suit Asian situation (c) Danger of parochialism and of alienation from the world social science community	- Promotion of research - Stock-taking of existing research - Provision of opportunities for participation in international forums
(c) Research by insiders	(a) Insider-outsider controversy	- Development of an imaginative and flexible social science policy by the government

Appendix I (Cont.)

Trends	Problems	Policy Measures
(d) Priorities	(a) Differing definitions of relevance (b) Problem of ideological commitment versus scientific objectivity	- initiation of a national debate on these issues
2. Ambivalance towards Interdisciplinarity	(a) Lack of interdisciplinary orientation (b) Academic politics	- Promotion of interdisciplinary dialogue
3. Expansion of social Sciences	(a) Demand for more teachers (b) Demand for more jobs (c) Social science input in professional education (d) Dearth of research funds (e) Lack of preparedness for new roles	- Review of manpower policy - Need for research training, and dissemination of social science culture - Development of social science policy
4. Utilization of Social Sciences	(a) Delay in publication (b) Delay in inclusion of new research in teaching curricula (c) Indifference of research funding agencies towards utilization of findings (d) Need for popularization of social sciences	- Financial support for publishing - Changes in curriculum and organization of seminars - Training of administrators in social sciences - Use of mass media

Appendix I (Cont.)

Trends	Problems	Policy Measures
5. Absence of Intra-regional linkage	(a) Lack of knowledge about neighbouring cultures and societies	- Introduction of courses on neighbouring cultures
	(b) Lack of knowledge about social science situation in other countries	- Use of illustrations in the textbooks from neighbouring cultures
5. Absence of Intra-regional linkage	(c) Lack of a comparative perspective	- Newsletters, Directory, Exchange of information
		- Exchange of scholars
		- Promotion of cross-cultural research projects
6. Need for Upgrading	(a) Lack of awareness of recent advances in knowledge	- Training programmes and orientation courses

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2. Note on The Feasibility of Establishing a Regional Social Science Centre for Asia and Oceania

I. Introduction

1. This expert meeting will examine in the countries of the region policies for the development of social science disciplines on the one hand, and institutional frameworks and methods of the utilization of social science knowledge in national policy-making on the other. The meeting will base this examination on an analysis of the status of the social sciences in the region. Another Secretariat paper has been prepared for this purpose.

   The meeting is also expected to review the "feasibility of establishing a regional centre for social science research, documentation and training" for Asia and Oceania.

2. The purpose of this Secretariat note is to serve as a basic document for this discussion by: (i) introducing the background which has led to the inclusion of this item on the agenda of this expert meeting; (ii) reviewing the regional social science centres related to Unesco; (iii) examining the recent developments in the social sciences in the region and the social sciences programmes of Unesco; and (iv) discussing the functions, organization, finance and staff of a possible regional centre.

3. The question of establishing a regional social science centre has been included in the agenda of this expert meeting following the recommendation adopted by the Sixth Regional Conference of National Commissions for Co-operation with Unesco in Asia and Oceania which was held in New Delhi in November 1975. The relevant recommendation reads as follows:

   "The Sixth Regional Conference of National Commissions of Asia and Oceania,

   Appreciating Unesco's action in establishing the post of Regional Social Science Adviser in Asia and Oceania,

   Recognizing that Social Sciences in Asia and Oceania remain relatively neglected,

   Recommends to the Director-General to study the feasibility of setting up a Regional Centre for Social Sciences in Asia and Oceania".

SS/IDS Paris 20 February 1978
(Ref. SS-78/CONF.612/3)

4. In line with the above recommendation, the work plan of the Approved Programme and Budget for 1977-1978 envisaged an examination of the question as one of the items of the present expert meeting. The paragraph of the document reads inter alia as follows:

"An expert meeting (Category VI) will be convened in 1978 to examine social science policy in Asia and to explore the possibility of establishing a regional centre for social science research documentation and training."

5. In the meantime, the Subregional Meeting of the National Commissions for Unesco in Asia and Oceania held in Manila from 1 to 6 August 1977 reconfirmed the interest of the participating National Commissions in such a feasibility study. It adopted Recommendation VII (on Regional Programmes) which reads:

"That the recommendation of the Delhi Conference held on 10-15 November 1975 for the establishment of a regional centre for social science research and documentation be implemented".

6. The social scientists have also had occasions to express their views concerning the regional centre. The Symposium on Social Science Research Development in Asia held in Kopo, Indonesia from 18 to 22 February 1974 recommended, amongst others, that Unesco:

"Promote mechanisms for regional co-operation by:

(i) assisting the establishment of an Asian social science institute and university;

(ii) subsidizing the formation of regional and subregional professional organizations in each of the core disciplines;"

(Final Report, paragraph 28, page 9)

7. More recently, the Expert Meeting on the Role of Social Science Policies which was held at the Unesco Headquarters in Paris from 19 to 22 September 1977 recommended that Unesco provide "assistance to the establishment of a regional social science research centre in Asia and in the Mediterranean area..." (Final Report, paragraph 21)

8. It should be noted, however, that although the question of a social science centre for Asia has been discussed at these meetings, both governmental and academic, it is to be examined comprehensively and as a central issue for the first time by the present meeting. The previous references are more related to the desirability than to the feasibility of setting up a regional centre.

II. Experiences with Regional Centres: Past and Present

9. It will be helpful here to review some experiences regarding regional social science centres' work in and outside of Asia in the past and the present.

10. Asia The Unesco's General Conference at its eighth session in 1954 authorized the establishment of the Unesco Research Centre on the Social Implications of Industrialization in Southern Asia. This Centre was created in Calcutta in February 1956 but was transferred to Delhi in 1961 to enjoy the better infrastructures and logistics for research then available there and was renamed the Unesco Research Centre on Social and Economic Development in Southern Asia. This Centre, hereafter referred to as the Delhi Centre, merged, after six years of activities, with the Institute of Economic Growth in Delhi in January 1967 and ceased to be a Unesco regional centre. The merger took place in accordance with the principle that Unesco's subvention can be provided to regional bodies for not more than ten years.

11. The Delhi Centre was an integral part of the Unesco Secretariat and served 13 Asian member countries: Afghanistan, Burma, Cambodia, Ceylon, India, Indonesia, Laos, Nepal,(1) Malaysia, Pakistan, Philippines, Thailand and Viet Nam. Its staff consisted of a director, four other international staff plus nine from the host country. The Delhi Centre had an Advisory Committee appointed by the Director-General of Unesco, consisting of representatives nominated by the participating Member States, as voting members, observers from the United Nations system and other social science NGO's. The Committee met during the General Conference to advise the Director-General on the activities of the Centre and administrative and financial matters. In addition, a Consultative Steering Committee met at the Centre in Delhi once or twice a year to advise on the scientific aspects of the Centre's work. It consisted of not less than five social scientists nominated by the Member States and appointed by the Director-General. (Cf. Consultative Meeting of Asian Member States (Paris, 29 November 1966)). (CS/0866-55.88.2 of 7 October 1977).

12. The functions of the Delhi Centre as defined by the Agreement between Unesco and the Government of the Republic of India in 1964 were:

(a) to conduct social science research into problems of social and economic development in the participating countries;

(1) The names of the countries are those used at the time of the Centre's existence.

(b) to provide expert advice and assistance to the participating countries on problems of social and economic development;

(c) to provide library and documentation services and act as a clearing house of information and literature on the subject; and

(d) to provide opportunities for training social scientists in the region in research methods and techniques.

13. A brief mention of the financial arrangement of the Delhi Centre may be in order here. During the six years from 1961-1966 Unesco's contribution amounted to $561,000, or $93,000 annually on the average. The Government of India made a contribution equivalent to $35,000 per annum. In the same period, only three other countries made contributions totalling $8,000. The ratio of contributions by Unesco, India and other participating countries is roughly 72:27:1. (Cf. Unesco Research Centre on Social and Economic Development in Southern Asia, Delhi: An Assessment, Paris, 18 June 1965).

14. The activities of the Delhi Centre, the details of which can be found in Annex I, included: (i) research; (ii) seminars and conferences; (iii) training; and (iv) library and documentation services and publications.

15. In 1965 the Evaluation Commission on the Regional Offices, Centres and Institutes established or assisted by Unesco in Asia, examined the Delhi Centre. The Commission considered that "the major need of the Asian region in the field of social sciences is for an increase in the desparately small number of scientists active in this field". It noted that "the Centre has made little contribution to a solution of this problem". It stated, however, that "the principal objective specifically assigned to the Centre, the promotion of corporative social research has not remained wholly unattained". The Commission attributed "this paradoxical situation to: (a) the devoted work of the small number of social scientists active in the participating Member States; and (b) the common nature of many of the social and human science problems faced in the Asian region, within which comparative research and common research design for different projects are both feasible and useful". (Cf. Consultative Meeting of Asian Member States, CS/0866-SS.88.2, p.2).

16. For Latin America, following the resolution of the General Conference at its ninth session in 1956, the Latin American Faculty of Social Sciences (FLACSO) was formally created at a regional conference of Latin American Member States which washheld in Rio de Janeiro in 1957. FLACSO is engaged in both teaching at university and post-graduate

level as well as in research. It has been, during its 20 years of existence, governed by different legal and financial arrangements. In the first phase between 1958-1969, FLACSO enjoyed Unesco's support under its regular programme which was supplemented by a fair amount of contributions from the governments in the region. During the short transitional period between 1969-1971, FLACSO was under a host country agreement with Chile. Since mid-1971, it has an intergovernmental status to which Chile, Cuba, Panama, Costa Rica, Ecuador and Mexico now adhere. Bolicia, Colombia, Honduras and Venezuela have expressed their intentions to sign the agreement.

17. Since the Unesco's financial assistance came to an end in 1969, FLACSO's growing work has been met by governmental contributions on the one hand and by grants from extra-regional governments, foundations and organizations on the other. The following figures will indicate the scope of the financing of FLACSO's programme.

Budgetary resources approved for 1977:

(i)	Governmental contributions	US$1,275,714
(ii)	Grants from other sources	US$1,165,300
	Total	US$2,441,014

18. In Latin America, the regional social science picture will not be complete without describing the Latin American Social Science Council (CLACSO) established in 1967 by 37 Latin American social science centres and institutions. CLACSO is a non-governmental organization. As of 1977 it consisted of 71 centres and institutions in 13 Latin American countries with the purpose of promoting:

(i) exchange of information on post-graduate social science teaching and research;

(ii) co-operation and co-ordination of ongoing activities and planning;

(iii) intellectual autonomy of the region;

(iv) inter-regional mobility of specialists;

(v) efforts towards Latin American integration;

(vi) inter-regional co-operation.

The annual budget of CLACSO is about half a million US dol dollars.

19. For Europe, the European Co-ordination Centre for Research and Documentation in Social Sciences - known as the Vienna Centre - has been playing an important role in promoting exchange and co-operation between social scientists from

Eastern and Western Europe. The Vienna Centre was established in 1963 following a resolution by the General Conference of Unesco in 1962. Its resources come from academic and governmental bodies in six countries in Eastern Europe and 14 countries in Western Europe, totalling over 250 research institutes in those countries co-operating with the Centre. The Centre enjoys an autonomous status within the International Social Science Council and is governed by the Board of Directors appointed by the Council on the basis of equal participation of scholars from Eastern and Western Europe. The Board of Directors makes decisions on the choice of research projects and budgetary matters, appoints project leaders and supervises research work.

20. The essential activity of the Centre is the co-ordination of comparative cross-national research. The Centre has so far undertaken 20 international research projects in various social science fields, such as: time budget, surveys, juvenile delinquency, Third World students in Europe, backward regions in advanced countries, automation and industrial workers, etc. The Centre's budget -- amounting to about US$375,000 both in exchangeable and non-exchangeable currencies - is covered by voluntary contributions from European governments and other institutions.

21. For Africa and the Arab region, regional social science centres came into being in 1974 following the resolutions of the General Conference at its seventeenth session in 1972. The Centre for the Co-ordination of Social Science Research and Documentation for Africa south of the Sahara (CERDAS) was established in Kinshasa, Zaire and the Centre for Social Science Research and Documentation for the Arab Region was set up in Cairo, the Arab Republic of Egypt. These Centres are not Unesco Centres but are assisted financially by Unesco under agreements between Unesco and the host Governments.

22. As the titles of the Centres indicate, their primary task is that of regional co-ordination in the field of social science research and information. They do not undertake research. The activities of these bodies include, however, organization of meetings, workshops for research, and training courses as well as documentation services, thereby stimulating social science activities in general.

As may be noted, this function is comparable to that of the Vienna Centre and CLACSO. As already mentioned FLACSO is engaged in both teaching and research and the Delhi Centre undertook a number of research projects itself in addition to training and documentation services.

III. Some Present Developments in the Social Sciences in Asia and Oceania

23. Another Secretariat paper reviews the situations of the social sciences in Asia and Oceania. This section will therefore analyse some recent development made in the social sciences in the region in so far as they are relevant to the consideration of establishing a regional social science centre. The purpose and function of the regional centre can be meaningfully established only in relation to the actual local situation and needs. For example, the Delhi Centre was to respond to "the major need" for "an increase in the desparately small number of scientists active in this field" of social sciences. Is this still true in Asia and Oceania in general?

24. The Unesco survey of the social science status in the region published to date in three volumes of Social Sciences in Asia (Reports and papers in the social sciences Nos.32, 33 and 35, 1976-1977) demonstrates the rapid changes that have taken place during the past decade in social science teaching and research in the region. It may be safe to say that what the author of the Malaysian report concludes is true in most countries in the region. He writes:

> "The social sciences are now growing disciplines in Malaysia, receiving more attention in university curricula, a greater appreciation by government of their contribution to nation-building and socio-economic development, and an increasing recognition of their importance by the private sector. Nevertheless, they are still nascent disciplines which require further nurturing, a greater awareness on the part of the practitioner, and a more ready welcome from policy-makers." (Social Sciences in Asia,I,p.34)

25. One indication of institutional development at the national level is the establishment of national social science councils or analogues bodies. Since 1967 when the Delhi Centre merged with the Institute of Economic Growth in Delhi, several such bodies were established including:

The Indonesian Institute of Sciences (LIPI) - 1967
The Philippine Social Science Council (PSSC) - 1968
The Indian Council of Social Science Research (ICSSR)-1969
The Korean Social Science Research Council (KOSSREC)-1976
The Social Science Research Council of Bangladesh - 1977
The Social Science Research Centre, National Science Council, Sri Lanka - 1977

It may be noted in passing that prior to 1967, only three such bodies were in existence, namely, the Science Council of Japan (1949), the Social Science Research Council of Australia (1952) -- renamed in 1970 as the Academy of the Social Sciences in Australia -- and the National Research Council of Thailand (1956).

26. Asian social scientists are aware of their relative ignorance about the work of their colleagues in their own region. It may not be unfair to say that they are more conversant with social scientists in Europe and North America than with each other. To remedy the situation, attempts have been made to establish and create regional collaborative networks of social scientists.

27. The Association of Development Research and Training Institutes of Asia and the Pacific (ADIPA)(established originally in 1971 as the Asian Association of Development Research and Training Institutes) aims at promoting research and training activities in Asia through close co-operation among the institutes in the field of economic and social development as its short term objective and at "building in Asia and the Pacific the infrastructures for research and training in this field" as its long-term objective. At present, some 80 institutions from 16 countries are members of the Association whose Secretariat is hosted by the United Nations Asian Development Institute in Bangkok.

28. The Association of Asian Social Science Research Councils (AASSREC) was established in January 1976 following the Asian Conference on Teaching and Research in Social Sciences,held in Simla, India,in May 1973. The objectives of the Association include: promotion of teaching and research in the social sciences in Asia; generation and development of an autonomous Asian social science tradition; and identification of major areas of national, regional and international development efforts in order to organize cross-national research in Asia. The membership of the Association is limited to one institution per country, usually to the national research councils or analogous bodies. At present, member countries are: Australia, Bangladesh, India, Indonesia, Republic of Korea, the Philippines, Sri Lanka, and Thailand. The Association's Secretariat is hosted by the Korean Social Science Research Council in Seoul. It held its first conference in Teheran in January 1976 and the second in Seoul in October 1977.

29. Another association, The Southeast Asian Social Science Association (SEASSA), established in 1971, aims at promoting the advancement of social sciences in Southeast Asia by: (i) encouraging regional co-operation with regard to

research, teaching and publication; (ii) by sponsoring symposia, conferences, lecture tours, and other academic activities; (iii) by encouraging the establishment of professional societies in each discipline within the field of social sciences; and (iv) by encouraging and fostering collaboration among professional associations in the social sciences. The members are from Hong Kong, Indonesia, Malaysia, Philippines, Singapore and Thailand.

30. It will be appropriate to review briefly Unesco's current social science programme in Asia and Oceania in the context of strengthening regional collaborative networks. We discussed already the work of the Delhi Centre which represented Unesco's major effort in the social sciences in Southern Asia between 1956-1966. The present programme of social sciences in Asia and Oceania was approved by the General Conference in 1972 which adopted a resolution authorizing the Director-General "to promote the institutional development of the social sciences". A post of regional adviser for the social sciences was established to ensure continuous contacts with social scientists in the region and implement Unesco's projects. The regional adviser is assisted by an associate expert working together with him.

31. Unesco has since 1973 undertook a series of country surveys on the status of social sciences in the region, organized expert meetings and symposia on selected themes of research and development, sponsored cross-national research projects, held training seminars and co-operated with and assisted regional associations in implementing both Unesco's and their programme. The details of these activities will be found in Annex II.

32. The role of Unesco as it relates to social science programmes is defined as follows in the Organization's Medium-Term Plan (1977-1982):

> "Unesco as the agency responsible for the growth and nurture of all the sciences and the only body which provides opportunities to participate in large-scale programmes of intellectual co-operation and thus have access to the world's storehouse of scientific knowledge and information will logically serve as the focal point and catalyst for this undertaking aimed at both creating social science infrastructures and promoting the development of social science, with national and international, disciplinary and interdisciplinary components". (Paragraph 3307, underline added).

IV. The Possible Regional Centre: Scope and Functions, Finance and Staff

33. If the establishment of a regional social science centre is considered desirable and feasible in the light of the status of the social sciences in Member States in the region on the one hand, and the existing regional collaborative networks on the other, it will be in order to give broad outlines of what such a centre might be: its scope, functions, finance and staff. We have already reviewed some of the regional centres in other regions as well as the Delhi Centre. The following discussion on this topic is based on the assumption that Unesco's roles in the functioning and financing of the Centre will be limited. It is therefore useful to spell out first of all the part that Unesco might play in such a centre.

34. First, Unesco will help to guarantee the regional character of the Centre by its presence as an international organization of the United Nations system. This role will be particularly important in the centre's early stages where efforts must be made to persuade the governments to join in the work of the Centre. Secondly, Unesco will be able to mobilize social scientists by virtue of its past and ongoing programmes and information networks. Thirdly, it can provide guidance and advice to the centre in the implementation of its activities. Fourthly, Unesco will be able to provide limited funds available to the centre's programme. Fifthly, Unesco can help ensure co-operation with institutions and centres in other regions in order to guarantee that the Asian region fulfils its part in the universalization of the social sciences.

35. If these roles of Unesco are to be generally accepted, it will be helpful to review the functions, finance and staff of CERDAS since Unesco plays these roles vis-à-vis this Centre. It is not assumed in the least that the "model" of CERDAS should necessarily be reproduced for Asia and Oceania. The following brief descriptions are to serve rather as points of departure for discussion. The agreement between the Government of the Republic of Zaïre and Unesco with a view to the establishment of CERDAS defines its functions as follows:

> "The functions of the Centre shall be to promote regional co-operation between institutions of social science research and documentation in Africa south of the Sahara, and to contribute to the development of the social sciences. The Centre will devote itself to improving the contribution of the social sciences to the development efforts being carried out in the region, employing all those forms of fundamental and

and applied research which aim at acquiring knowledge of social realities and to develop interdisciplinary, action-oriented methodologies, and carrying out research and documentation co-ordination activites at regional level." (Article III)

36. Its primary task is that of regional co-ordination in the field of social science research and information. The Centre does not undertake research itself but sponsors research projects. It organizes expert meetings, workshops for research and training courses as well as documentation services, thereby encouraging the development of the social sciences in the region.

37. With regard to its organizational aspects, it is an "autonomous" institution serving the region. CERDAS enjoys "the personality and legal capacity necessary" for the exercise of its functions. It is administered by the Governing Board composed of:

(a) a representative of the host government;

(b) a representative of any other Member State of Unesco in the region which makes a substantial contribution to the running of the Centre and accorded a seat by a decision of the Governing Board;

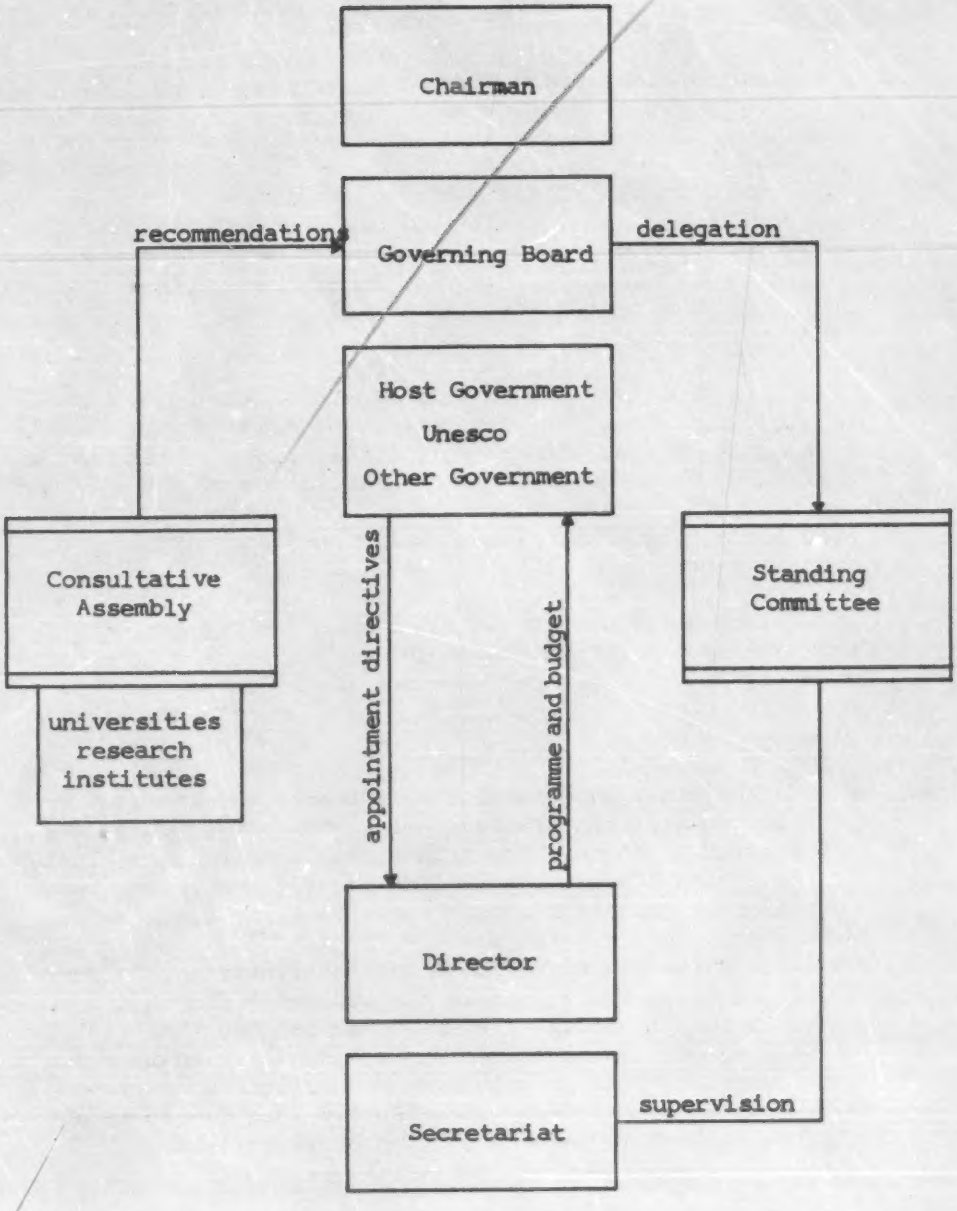
(c) a representative of the Director-General of Unesco;

(d) a representative of any other intergovernmental organization making a substantial contribution of the running of the Centre and accorded a seat by a decision of the Governing Board.

The Secretariat of the Centre consists of Directors appointed by the Chairman of the Governing Boards in agreement with the Director-General of Unesco and other staff members who will ensure day-to-day running of the Centre. Table I illustrates the organization of CERDAS.

38. It is expected that, given the limited Unesco's financial resources, the Centre will largely be supported financially by contributions by the Member States concerned. As a matter of fact, the average annual financial assistance of Unesco to CERDAS is about $50,000. The Governing Board of CERDAS at its second session held in Paris in December 1977 adopted a budget for 1978 totalling $260,000. Unesco's contribution is set at $50,000. Zaire, the Centre's host, pays one half of the total budget, or $130,000. The balance is expected to be covered by eight other member governments.

Table I. Organization of CERDAS



39. The staff of CERDAS is expected to consist of the international and local personnel. The international staff includes Director, Deputy Director, two research co-ordinators and a documentalist; the local staff includes editor, translator, administrative officer, secretaries, assistant documentalists and research assistahts. Due to the financial restrictions, this listing is a blueprint yet to be materialized. At present, the Centre has the Director, one research co-ordinator and several local staff members some of whom work on a part-time basis.

40. A mention should be made here of the special role that a host country of the Centre will have to play. In the case of CERDAS, we have noted that one-half of the budget comes from Zaire. For the Arab Centre, the Arab Republic of Egypt contributed, in addition to facilities and the local staff, $58,000 in 1977 which is more than one-third of the total budget of $141,250. These host countries have also agreed to offer legal protection based on the Convention on the Privileges and Immunities of the Specialized Agencies.

41. It may be reported in this connexion that the Government of the Philippines "offered to provide host country facilities for a regional centre for Social Sciences that may be envisaged" (Aide-memoire of the discussions of the Director-General of Unesco with Members of the Government of the Republic of the Philippines, Manila, 5-9 June 1977).

42. If, however, the Centre is to be regarded as truly regional, it will be necessary for it to command the respect of all the governments within the region as well as the academic communities. It is also important that a large and representative number of Member States make commitments of financing the Centre.

43. The Centre might be established as a separate institution both in terms of the premises and staff. This would require greater financial contributions from the participating governments and a longer time-lag for the coming into operation of its programmes. Conversely, it might be established at an existing national institution, part of whose infrastructures could be made available to the regional centre. The latter is the case with CERDAS and the Arab Centre. It should also be borne in mind that, thanks to the regional associations and the Regional Adviser for the Social Sciences in Asia, the co-ordination and co-operation among Asian social scientists are comparatively well maintained compared with some other regions.

V. Follow-Up Actions

44. Unesco will take fully into account the discussions of this expert meeting on the feasibility of establishing a regional social science centre. In addition the Unesco Secretariat will, with the assistance of experts, undertake an in-depth study in 1979-1980 to determine what should be its position on the question. The Secretariat will engage in a series of consultations with Member States in Asia and Oceania as to their respective ideas vis-a-vis the establishment of the centre. The study might include the preliminary identification of the host country, the expected financial contributions by the Member States and concrete proposals regarding the Centre's functions and organization. The result is likely to be largely determined by the social science policies in the countries of Asia and Oceania. The question should thus be considered as an integral component of the social science policy for the region.

45. The final decision on this matter rests with the General Conference of Unesco at which Member States of the Organization meet every other year to decide on the policy, programme and budget. The deliberation of this expert meeting, the ensuing study and consultation with Member States will provide the basis for the Secretariat's submission to the General Conference.

Appendix I

ACTIVITIES OF THE DELHI CENTRE

1. The activities of the Delhi Centre can be broadly summarized as follows:

   First, various research projects were undertaken: (i) Social aspects of industrialization: role of small-scale industry in the economy of a given country, social changes accompanying the growth of such industry. Research in six countries (India, Nepal, Pakistan, Philippines, Thailand, Republic of Viet Nam); (ii) Changing social structures: groups within the social structure which operate as carriers and promoters of development; (iii) Leadership in rural areas: the role of rural leaders in introducing social and economic development at community level in Sri Lanka, Malaysia and Pakistan; (iv) Education and society: impact of education on economic development in Sri Lanka, India, Philippines and Thailand; (v) Subjective assessment of social status: social status as distinct from the picture provided by statistics, research in two selected areas in India; (vi) Social aspects of the distribution of income: study (made at the request of the United Nations) of the relevance of income distribution in a rapidly changing society to the problems of social and economic development (based on the Indian experience).

2. Secondly, the Centre organized or sponsored seminars and conferences on development problems which included: (i) regional seminar on techniques of social research (Calcutta, 1958); (ii) regional seminar on the public administration problems of new and rapidly developing towns in Asia (Delhi, 1960); (iii) conference on social research on small industries in India (Hyderabad, 1962); and a round-table conference on the emerging patterns of rural leadership in Southern Asia (Mussoorie, 1964).

3. Thirdly, ten young social scientists received individual training lasting about nine months at the Centre. Five of them came from Asia and another five from outside the region. In 1966, the Centre devoted to the sociology of development a regional training course whose teaching staff consisted of Unesco-appointed lecturers/consultants and staff members of the Centre and the Institute of Economic Growth, Delhi. There were 20 participants who came from nine countries of the region; Afghanistan, India, Khmer Republic, Malaysia, Nepal, Philippines, Singapore, Sri Lanka and Thailand.

4. Fourthly, the Centre organized library and documentation services and sent librarians to several countries to advise on the organization of such services in social science research institutes.

Appendix I (Cont.)

Publications from the above-mentioned activities include the following:

The Social Implications of Industrialization and Urbanization: Five Studies in Asia, 1956;

Regional Seminar on Techniques of Social Research, 1959;

Social and Cultural Factors Affecting Productivity of Industrial Workers in India, 1961;

Urban-Rural Differences in Southern Asia: Some aspects and Methods of Analysis, 1964;

Emerging Patterns of Rural Leadership in Southern Asia: Report on an International Round-Table Conference (with Indian National Institute of Community Development), 1965;

Small Industries and Social Change: Four Studies in India, 1966.

Appendix II

UNESCO'S SOCIAL SCIENCE PROGRAMME IN ASIA AND OCEANIA

1. With the launching of the new regional programmes in 1973, one of the first things that Unesco undertook was a series of surveys on the status of the social sciences in the countries of Asia and Oceania. Such surveys were considered indispensable for programming projects relevant to local needs and situations. The surveys have resulted in the following Unesco publications in the reports and papers in the social sciences:

   Social Sciences in Asia I (Bangladesh, Iran, Malaysia, Pakistan, Thailand), 1976;

   Social Sciences in Asia II (Afghanistan, Indonesia, Japan, Republic of Korea, Nepal), 1977;

   Social Sciences in Asia III (Burma, Mongolia, New Zealand, the Philippines, Singapore), 1977;

   Social Sciences in Asia IV (Australia, Hong Kong, India, Papua New Guinea, Sri Lanka, Viet Nam) to appear in 1978.

   It is planned to publish the above four volumes in book form in 1979, which, it is hoped, will facilitate access to update information about social sciences in Asia and Oceania.

2. Unesco organized two symposia and two workshops to programme its activities and draft decisions for cross-cultural research on the themes identified as priority areas by Asian social scientists. They are:

   1974 - Symposium on Social Science Research Development in Asia (Kopo, Indonesia, 18-22 February 1974) which discussed "current social science research in Asia" and recommended "practical measures to develop regional research and collaboration".

   1975 - Meeting of Regional Research Members on Development Manila, Philippines, 20-24 October 1975). Two regional research teams were established:

   (i) Role of modern profession and development: case of medical doctors (India, Iran, Malaysia and Sri Lanka);

   (ii) Role of the university in national development (Indonesia, Republic of Korea, Philippines, Pakistan and Thailand);

   These two research projects are at their final stages and their publications are foreseen in 1979.

   1975 - Symposium on Development Aims and Socio-Cultural Values in Asia (Bangkok, Thailand, 3-7 November 1975) was organized jointly with the United Nations Asian Development Institute, the proceedings of which are

published under the title of Asian Rethinking on Development (New Delhi: Abhinav Publications, 1976).

1977 - Meeting of Researchers on Vital Social Problems (VISOP) (Bangkok, 12-14 September 1977) established two regional research teams respectively on:

(i) Role of Tradition in Development (Bangladesh, India, Iran, Philippines, Thailand and the USSR);

(ii) Role of Social Sciences and Social Scientists in Policy-Making (India, Indonesia, Japan, Malaysia and Sri Lanka).

3. Training of young social scientists has become a continuing feature of Unesco's programme in the region. The following two seminars were organized:

Training seminar on problems of nation-building in Asia (Delhi, 1975);

Training seminar on evaluation of development programmes (Seoul, 1976).

It is planned to organize the following:

Training seminar on public participation in community development and planning (Australia, 1978);

Training seminar on recent development in research methodologies (1980).

4. In collaboration with the Science Sector of Unesco, efforts have been made to promote social science contributions to environmental programmes which are heavily natural science oriented. An example is a series of national seminars on the Man and Biosphere Programme (MAB) and the social sciences held in Pakistan, Philippines, Thailand, Nepal, Bangladesh, India and Malaysia in the course of 1977. In addition, a national seminar on human settlement management was held in India in 1976 and another one planned in Indonesia in 1978. Researches are also undertaken on the interactions between man and his environment such as a study of tourism in Bali, Indonesia (Cf. Universitas Udayana and Gerard Francillon (International Social Science Journal, Vol.XXVII, No.4, 1975, pp. 721-752).

5. Unesco has been co-operating with national, regional and international social science organizations in implementing its own projects as well as in assisting projects of those organizations. Since the establishment of the Association of Asian Social Science Research Councils (AASSREC) in 1976, Unesco has rendered support for its meetings, publications and research projects.

Appendix II (Cont.)

6. To encourage activities in Member States, Unesco provides assistance to them in the form of fellowships, equipment and financial assistance to meetings and research projects so that Member States also participate in realizing Unesco's objectives approved by the General Conference. It is called the Participation Programme. The funds under this Programme are rather limited with a ceiling of $15,000 for a request supported by several Member States, such as for a regional meeting, and $10,000 for a request submitted by a Member State. Despite the financial limitation, the recent records show that the countries in Asia and Oceania do not fully make use of the Programme. They tend to give low priorities to the requests in the field of social sciences as compared with those countries in Latin America and Europe. The use of the funds of this Programme for the purpose of social science projects by Member States in the region can be considered as one indicator of the interests actually expressed by them.

Annex - II

Country Statements

on

Social Science

Policy and Related Issues

TOWARD A SOCIAL SCIENCE POLICY IN AFGHANISTAN

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It is generally agreed that planning for scientific and technological development especially in developing countries involves a series of political, administrative and technical activities such as: the setting up of the most appropriate machinery for the formulation of science policy and its implementation at the highest political level, the ordering of priorities in research concurrent with the objectives of national, social and economic development, the continuous monitoring and expansion of the national scientific and technological potential through a dynamic scientific manpower development programme, the deliberate creation of social environment appreciative and supportive of scientific development, and the dissemination of scientific information and of research results for the formation of sound public policies and programmes.

There has grown an abiding interest among individual scholars and organizations concerned with social sciences in the optimization of the process of formulating science policy for the socio-economic development of Afghanistan. There has also been considerable discussion, at various levels, particularly during late 1977 and early 1978, on this topic. The interest grew even earlier, and as a result, studies were undertaken by several consultant missions, scholars, and researchers from multi - and bi-lateral organizations and Afghan scholars and authorities. These individuals and groups in their reports, have recognized the need, and have recommends, in explicit terms, the necessity of formulating such a policy which should primarily assist the country in achieving its developmental goals speedily and with least hindrance.

Major Issues

Although Afghanistan has escaped colonization, the quantitative expansion of education and the generally irrelevant curricula are somehow based on the vision that was imported from the West. The courses are modelled on western, ready-made, conceptual models and theoretical frameworks, thereby completely ignoring the local needs.

If social sciences are to solve social problems, they have to be relevant to the needs and aspirations of that particular society. Almost all the developing countries are engaged in the grand task of modernizing their societies. This race for modernization, among other awarenesses, has induced the emphasis from theoretical models of western origin to multidimensional national problems. This has amply revealed the flaws of predominate uni-factor theories of development, which have generally emphasized on economic variables alone,

and, in time, has focussed on social sciences to cooperate in the process of national transformation, which has, so far, been the prime sphere of economics alone.

Though one cannot be content with the claim that Afghanistan has had a pronounced and explicit policy for the social sciences, there has emerged a framework of thought in the last three-four years which indicates its direction in no doubtful terms. These guidelines are reflected in the statements of national ideology and policy.

There is no single way of organizing and developing social sciences. Each country must find the one which is relevant to its needs, traditions, problems, and obviously, its resources. However, adopting social science policy does also require certain basic conditions. These prerequisites are the recognition of 'institutionalization' of social science as an activity, and a certain degree of 'professionalization', that is a mechanism to practice. In Afghanistan, so far, there is nobody like social science council to formulate a policy for their development and to identify the gaps and set priorities for relevant research. Without such an instrument, it is difficult to have a clearly defined social science policy.

On the other hand, the lack or absence of an explicitly stated policy for the development of all the social sciences has further magnified the problems of institutionalization. It is very much hoped that in the near future research capabilities corresponding to social need will be developed. In the past, for various reasons, more emphasis has been put on the teaching of the social sciences rather than on research. One of the most important reasons was the channelling of the foreign assistance mostly for teaching, and hardly any for building up research. The government has, however, come to grasp the importance of research as a means of action contributing to overall development of the country, and one can now find "research units" in all ministries. What is now required is a coordinated and concerted research approach.

The main sector within which the social sciences have their roots is the higher education sector. In this context, the financial constraints faced by the university badly affect the development of the social sciences and the research programmes. Also, since policy-oriented research is frequently interdisciplinary in its nature, the University teaching departments cannot provide appropriate environment for the purpose as most of the research work undertaken at the University is basic and single discipline-based. It would, therefore, seem proper if research units are developed outside of the University.

Despite the basic similarities characterizing the present state of social sciences in the region, collaboration among social scientists is considered to be inadequate.

The attempt in the creation of communication linkages among Asian social scientists and the development of social science infrastructure are urgently required to give clear expression to social science needs and to formulate a policy for their growth and to accord them a status commensurate to their importance.

Though Unesco's contribution to the development of social sciences in Asia, social sciences has gained some momentum as far as their roles in "development" are concerned. The promotion of regional programmes/centre are indicative of the Unesco's new emphasis on development in this area.

SOCIAL SCIENCE AND SOCIAL POLICY IN AUSTRALIA

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The institutions concerned with social science in Australia (a national of only 14 million inhabitants) are numerous, often advanced technically, sometimes complex, generally in need of funds, and so far uncoordinated. Lack of coordination may be seen by governments with particular goals in view as a handicap on efficiency. On the other hand, it may reflect the freedom of independent bodies to decide what the important areas for social science research are; and so play a part in the maintenance of liberty.

The nineteen universities and eighty-four colleges of advanced education, which together are turning out round 30,000 graduates with degrees each year, are almost completely dependent on government finance. As is usual in other industrial countries, money for social science research is far more difficult to get than money for work in the physical sciences. A survey made in 1974 for the OECD indicated that in the Australian Research and Development programmes expenditure on the social sciences was ten percent of that on the physical sciences. The total was A$650 million; and less than one percent of that total came from private non-profit enterprise -- an indication that with two exceptions (The Myer Foundation and the Potter Foundation) Australia lacks the tradition of wealthy families establishing large private research foundations. Over half the total expenditure on research was from the Commonwealth government; 31 percent spent by its own instrumentalities. Governments of the six states provided ten percent. Private support for the universities is negligible.

Government support for science generally is thus considerable; and it is one indicator of a healthy situation that 22 percent of the government funding is spent within, or by, the tertiary institutions, mainly the universities. There are potential dangers of such dependence on the governments, which may be tempted to base research priorities on political requirements. The problems facing the Australian people are increasingly complex, forming our version of the typical western social syndrome -- physical pollution, soil erosion, internal racism, stagnating economy, increasing unemployment, alienation of youth from a system which seems to offer them less than they expect. Technical solutions for the non-human aspects of such problems are probably within the competence of the natural scientists. But such solutions, unless they are not well-founded on the social needs, may have serious implications for society and for justice. They may restrict the material gains or the hopes of particular interests; or they may deprive further the groups that are already deprived. In an industrial democracy, interests compete through the electoral system for the control of the governments.

One safeguard in-built in the Australian political system is the division of functions between Commonwealth and the States.

Government decisions will be profoundly influenced by those who make up its supporters; and the governments make the decisions on social policy. The Minister who makes the submission on a particular problem to Cabinet will almost automatically look to the experts employed in his Department; but the social scientist so employed will be bound by the ministerial direction on policy. To change it, he must change the mind of the Minister who has then to influence the Cabinet.

Social scientists are employed in increasing numbers in Commonwealth and State departments. But traditions of bureaucratic secrecy and loyalty mean that while such sources of advice are essential, they seldom act as effective critics of government policies.

It is important that they try to establish the truth; and I have seen some evidence of important progress in social administration coming 'from within' parts of the bureaucracy. But many will be tempted into the fallacy of 'value free' social science, unconcerned with consequences: and concentrating on the validity of research processes and means irrespective of ends. The temptation is to regard as irrelevant the very bases and values upon which all scientific activity depends - and which, as Mihailo Markovic once wrote, "are basic elements of the scientific method: (the cognitive processes of) clarity, precision, flexibility, the fertility and explanatory power of the conceptual apparatus, accuracy of inference, the verifiability and applicability of theories etc." (p.676-7)* Rational Social Science work requires freedom from or resistance to authoritarian controls, freedom of discussion and expression. The temptation for social scientists who as public servants serve the interests of a political programme is to concentrate on efficiency of process, even where the objective denies these values, without concern about the social results and objectives. All bureaucratic organizations tend to be dominated by methods and processes.

They need to be counterbalanced by independent organizations of social scientists -- a role discharged in Australia by scholars within the universities as in many other countries, and within the Academy of the Social Sciences in Australia Incorporated. The social scientist in government employment may be used not for decision making but to facilitate the carrying out of decisions. He may also be needed to ascertain information required for application of the physical sciences. Thus the Commonwealth Scientific and Industrial Organization employs social scientists in its investigations into matters of changing land use, and urbanization.

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*Markovic, Mihailo 1972 "Ethics of a critical social science"; International Social Science Journal, Vol.XXIV p.672-685

But the great need in our country is for the strengthening of independent social science, both in scholarship and in organization; and improve the public understanding of its findings. The country has recently been split through a constitutional crisis, arising largely from the more or less unthinking adoption of a set of constitutional arrangements which, as it proved, could be brought into question by a single political series of events; and the issue tends to be argued on both sides on the basis of prejudice - between those who oppose all change, and those who change at any price.

Independent social science research requires the setting of a pluralist and democratic society. Otherwise social science tends to become a tool in the hands of particular controlling interests. For the selection of the questions for which the scientist seeks answers is of basic importance. Social science research can be 'value free' only in those socially peripheral areas which lend themselves to some kind of mathematical measurement, where the topic becomes less 'human' and tends to merge with the physical sciences. It flourishes most in institutions which are by tradition and by law centres for the free pursuit of learning and research -- the universities, where the social scientist selects his own questions, and generally must justify them before his peers in open discussion. This does not by any means guarantee great progress in the social sciences; but of all the alternatives such an environment is probably the most likely to produce it.

In Australia, most fundamental and other social science research is carried within the universities. The research in government departments and agencies is mainly in the physical sciences: but in such fields as education, health, agricultural extension, Aboriginal affairs, social security, labour relations, especially economics, there has been considerable social science research, mainly of an "applied" kind, and geared to the search for practical solutions to the problems facing governments. It is mainly ad hoc, and as usual elsewhere, tends to be used by politicians for their advantage. But governments also establish special research inquiries aimed to establish the truth about particular matters. A recent example of some note was the Australian Population Inquiry, with a team of demographers examining population tends. Their report (the 'Borrie Report') made clear that projected population figures were far too high; and that high expenditure on new satellite towns for major cities would probably be wasted, so that the Commonwealth and State governments have had to re-think policies and plans for new towns, schools, hospitals, etc. A Royal Commission on Australian Government Administration (a title which in itself suggests how we have been tied into British traditions) produced recently a lengthy report (the 'Coombs Report') which revealed the need for some quite revolutionary changes in the bureaucracy.

There is as yet no Social Science Research Council in the sense in which the title is used elsewhere -- a body which is the official adviser of governments, and which acts also as a grant-giver of funds for social science research. The governments of the Commonwealth

and of the State of New South Wales have made some gestures towards establishing scientific advisory councils of (selected) independent scientists. The Commonwealth government has a Department of Science which has both advisory and management functions, but is not active in the social sciences. It has also established an interim Science and Technology Council (ASTEC), but this body includes only one social scientist. Some Australian social scientists are arguing for a social science council, to advise government on both research and promotion of the social sciences; others for a social science research council of the type mentioned above. Others would prefer that the present Academy of the Social Sciences be financed by government to enable it to allocate research grants; and be recognized officially as an authority to advise governments (not of course the only such resource, since any government will seek its advice where it wishes).

There are four Academies in Australia. The most heavily funded is the Australian Academy of Science. This academy, as would be expected from the background of government interest in the application of science to material development, receives many times more in grants than the Academy of the Social Sciences; which in turn is more strongly supported than the Australian Academy of the Humanities. These three academies have formed a Consultative Committee, which a few years ago launched a major research project into the causes of environmental pollution, which has produced, so far, six important monographs. Other joint activities have included pressures on government to reduce the postage on scholarly journals, and to establish subsidies for learned publications in all fields. There has been preliminary planning for a joint scientific research area and common buildings in the national capital, Canberra. The Academy of Science makes its facilities available without cost to the Academy of the Social Sciences.

Both the Academies (of Science and of Social Science) have a common origin, which suggests the essential unity of the sciences. From early this century scientists from Australia and New Zealand have been meeting every two years or so, within a voluntary organization now known as the Australian and New Zealand Association for the Advancement of Science (ANZAAS). From the National Research Council, composed of members from ANZAAS, there developed first the Australian Academy of Science, and then the Social Science Research Council of Australia (both Voluntary bodies).

The SSRC began to function as a separate body in 1953. The Academy of the Social Sciences is the former SSRC, with a change of name adopted in 1970. The Academy is a private organization but receives government funds to meet its administrative costs. It cannot fund research from its own resources, beyond those available from membership fees. It has, therefore, been forced to concentrate on developing the most urgent questions into viable research projects; and then to seek funds to support relevant research projects from government departments and private foundations.

The most important activity since the early 1960s has been the planning and execution of major research projects. These have been multidisciplinary, have involved fundamental and applied research, have been intended to lead to recommendations to governments and to the Australian people and have in each case been carried through into publications intended for general as well as for specialist study.

These projects have been:

i. Women in Australia
ii. Taxation in Australia
iii. Aborigines in Australian Society
iv. Immigrants in Australia (current)
v. The Education of Migrant Children (current)
vi. A Survey of Australian Economic Theory (current)

The results of the first two were published in single volumes. However, there was a tendency for these activities to increase in scale, as more research funds have been obtained from governments and from private sources. The thirteenth and final volume of the Aborigines in Australia series has just been published. Six volumes of the Immigrants in Australia series have been published: and as many are in preparation. This tendency for the scale of projects to increase has been checked by the Australian economic crisis and by rapid increase in publishing costs, which have had a very serious restrictive effect on social science publishing. However, computer type-setting, and a reluctant departure from the traditional standards of book production make it possible to get out the results, often more speedily than has lately been the case.

Because of the recession in Australia, it has been difficult to find financial support for some further major studies. However, it has been possible to launch long term low-cost studies of some major problems, by providing for the occasional symposium, with some following publication or further work on discussion papers. For instance, the Academy has organized two conferences for scholars interested in the crisis facing the professions in Australia. Like other interest groups in our society, these are going through a time of rapid change. Discussion papers now in preparation will lead to further conferences and eventually to publication of some important papers on the professions of law, medicine, education, nursing, and administration. A major symposium, bringing together public servants and politicians with members of the Academy, has formulated recommendations on the research and action required to deal with the increasing social and economic problems of youth.

The Academy has at present 163 members (Fellows) and a further twelve will probably be elected this year. This number is just under 4 per cent of the total university staff employed in teaching in the social science departments of our universities. The number is probably somewhat smaller than it might be; but the tendency of the Academy has been to elect upon performance rather than upon promise. New Fellows are elected by the current membership. Members

have organized themselves into four Research Panels, each grouping together those in a set of related disciplines. The grouping are as follows:

A. Anthropology, Demography, Geography, Sociology, and Linguistics.
B. Economics, Economic History and Business Administration (including Accountancy).
C. History, Law, Political Science (including Public Administration) and Social Philosophy.
D. Education and Psychology.

It is basically in the Panel meetings that the need for new research projects is studied, and the first design for the research takes shape. Before it is launched as an Academy project, it is considered by the Standing Research Committee, and must be approved by the Annual General Meeting, which is the governing body of the Academy. This initiating process has developed over the last ten years. The members give their services to the designing and oversight (through Project Committees and the Executive Committee) freely, as a public service to the nation.

The Academy has a special interest in the teaching of the social sciences and in public information on these matters. For instance, its Committee on Mathematics in the Social Sciences has for years organized courses in mathematics to train social scientists in universities and colleges in the use of computers. It has organized a conference between mathematicians and social scientists concerned with secondary school teaching; and has commissioned a special study of the mathematical preparation of students for work in university social science disciplines.

These services are available to government and its institutions on request. Governments however, (as elsewhere) tend rather to conduct their policy making discussions within the bureaucracy. The Fellows are probably more commonly used for advisings in their individual capacities as university professors (which most of them are or have been) than as Fellows of the Academy. Nor would I like to leave the impression that most of the important research work in the social sciences is sponsored by the Academy. Probably far more is maintained by the universities, which are subsidised for social science research by the Australian Research Grants Committee -- a body consisting mainly of university scholars, as is the Academy, but with government research money to spend on grants. In Australia, this function of the ARGC fills the role of grant giving filled elsewhere by Social Science Research Councils.

One of the arguments for a more compact SSRC type body as the source of general advice to government is that membership of the Academy is dispersed over great distances. Meetings are expensive, and important decisions take time. The main argument for strengthening the Academy is that such a body includes the most distinguished body of achievers in the social science disciplines; and that a

compact SSRC would probably have to depend on the same people who are its Fellows for specialist advice. Perhaps there is a role for both kinds of body.

An important recent development is that the Australian universities have begun to establish social science survey centres, and the Australian Council for Social and Political Research Incorporated has been formed by the political science departments and other interested scientists from twelve of the universities and two of the Colleges of Advanced Education. This has established links with some overseas university data banks; but the development is held up for lack of adequate finance.

Governments, seeking solutions to immediate political problems, tend to overlook the social causes, or to see them in the light of their own propaganda. In most cases accurate answers to their questions are generally not possible. The nature of social science is such that the measure of accuracy is no more than the low of probability, based on what is known or even deduced from complex and ever-changing evidence. The future always holds many unpredictable changes. Moreover, the social scientists is himself part of the processes he analyses or measures; so that any predictions he makes, or even statements of causation, are partly the result of his personal socialization and experience.

Yet this approvimations to the truth offer the best chances of avoiding disastrous decisions. He works best when he is able to decide what the important questions are. John W. Tukey once said 'Far better an approximate answer to the right question, which is often vague, than an exact answer to the wrong question, which can always be made precise'. The social scene in all our countries changes ever more rapidly. This makes our task of calm appraisal even more difficult. For social changes involve changes in comparative status and power, between persons, between classes and between regions within the country. These in turn bring increasing anger and tension. And the more rapid the acquisition of wealth, the greater the status changes, and the corresponding envy and anger. As W. Arthur Lewis said once, the process of becoming wealthy is one of becoming more angry. Australia is certainly no exception to this rule.

SOCIAL SCIENCE RESEARCH AND POLICY IN BANGLADESH

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Bangladesh is predominantly an agricultural country. The rural sector occupies the most dominant position in the economy of Bangladesh with 90 per cent of the population living in the rural areas. At present our major efforts in economic development have been directed towards modernization of agriculture and improvement of the conditions of life of our vast rural millions. In the development strategy, preference is given to the productive employment of the rural poor using labour intensive technology, building up necessary infrastructure for rural development.

The main objectives of the Two-year Plan (1978-80) will be to develop the rural economy with special emphasis on increasing productivity as well as employment opportunities, to reduce the rate of population growth, to achieve self-sufficiency in food, and to improve provision of basic needs such as food, clothing, health services and education. Highest priority has been given to economic growth, employment generation, agriculture and rural development, population control and family planning.

The targets of the Two-year Plan are:

(a) To achieve an annual growth rate of 5'6 per cent in GDP allowing an average per capita income increase at 2'8 per cent per year;

(b) To accelerate the rate of growth of agriculture to 4'1 per cent a year;

(c) To expand the intensive area development programme;

(d) To create additional job opportunities;

(e) To attain food grain production with an annual rate of increase of 4'7 per cent;

(f) To reduce the birth rate to 37 per thousand.

The challenging socio-economic problems call for research. What is urgently needed is formulation of appropriate plans, policies and programmes for which research is most essential. It is also important that social scientists deal with real issues and get involved in the process of problem-solving. Significant research contributions have to go beyond the boundaries established by individual disciplines. In this context, the need for a new institutional arrangement for research for acquiring new knowledge integral to development, is strongly felt. The aim of this network of research institutions located at the national level are expected to serve as the knowledge base in assisting the formulation of new policies and programmes for national development.

The Government of Bangladesh attaches great importance on social science research. Although there are a few research institutions and individual research scholars engaged in research in Bangladesh, there is very little communication among research institutions, individual scholars and prospective users of research findings. Another difficulty is the lack of funds for continued research work.

It is in this context that Bangladesh Social Science Research Council was established in 1976. It is still in its formative stage. It was set up with the cardinal objective of promoting, coordinating and funding research programmes. The Council seeks to foster, promote, and develop research activities in Social Sciences through closer cooperation among research organizations and individual researchers.

The important functions of the Council are:

(i) To review the present state of social science research in the country and to identify gaps and priority areas;

(ii) To promote and coordinate the activities of research organizations in the field of social sciences;

(iii) To assess the future needs of research in social sciences and to prepare research plans and programmes, both short-term and long-term, keeping in view the needs of user agencies;

(iv) To allocate funds and assign research responsibilities to various research organizations for undertaking research projects on social sciences;

(v) To collect and disseminate information among academic institutions, field level organizations, and other relevant agencies about research programmes undertaken by different agencies; and

(vi) To take such other steps as may be necessary for promotion and development of social science research in the country.

In the Annual Development Budget a limited amount is allocated to support research in priority areas indicated by the Council. The Social Science Research Council is responsible for administering this fund. Every year, the Council invites research proposals from social science research organizations on topics under priority programmes. The Planning Committee of the Social Science Research Council which consists of the distinguished research scholars and social scientists of the country examines the research proposals submitted by different organizations, evolves research plans, and suggests appropriate measures.

The Council holds the view that research should be conducted in such a way as to relate it to national development programmes and policies. The research projects sponsored by the Council are generally in the field of rural development, non-formal education,

family planning, agricultural development, optimum utilization of land for human settlement, etc. The Council tries to direct research towards the priority areas through the provision of research grants to universities and other research organizations for undertaking specific research projects.

The research projects sponsored by the Council are as follows:

(i) A Study on Present Status and Future Needs of Research in Social Sciences in Bangladesh.

(ii) A Study on Some Physical and Socio-Economic Controls of Settlement Growth Dynamics with relation to Land Management in Bangladesh.

(iii) A Study on Non-Formal Education.

(iv) A Study on Sub-National Administration in Bangladesh and Its Role in Development.

(v) A Study on the Culture of the Garo Tribe.

The Council has also sponsored an Advanced Training Course on Social Science Research Methodology. Following research proposals submitted by different research organizations are under active consideration of the Council:

(i) Pourasheva (Municipality) Leaders--An Enquiry into their Behaviour Pattern.

(ii) A Study on the Utilization Pattern of Institutional Credit.

(iii) A Socio-Economic Study of the Under-Privileged Children.

(iv) Rural Leadership in Bangladesh.

(v) Measuring Financial Performance of the Manufacturing Industries in Bangladesh for the period 1972-1977.

(vi) Land use and Settlement--A study in Micro-level Spatial Planning for Integrated Rural Development.

Social Science Research Council has recognized following social science disciplines for the purpose of awarding research grants:

(i) Economics, including Agricultural Economics;

(ii) Sociology, Social Work, and Anthropology;

(iii) Political Science, including Public Administration and International Relations;

(iv) Psychology, including Social Psychology;

(v) Geography, including Political and Economic Geography;

(vi) Management, including Industrial Relations, and Personnel Management;

(vii) Demography.

For each of these disciplines, it is proposed to set up separate technical committees.

Professional associations in the field of social sciences, e.g. Bangladesh Economic Association, Bangladesh Political Science Association, maintain close contact with the Council. A liaison committee will be formed taking members from those organizations. The Committee will suggest ways and means for awarding research grants to various organizations. The suggestions and recommendations of this Committee will be placed before the Council for approval. Moreover, the Council will hold periodical symposia, discussion meetings, seminars on various aspects related to the development of social science research in Bangladesh.

As a matter of policy, Social Science Research Council will submit its recommendations and proposals to the Government from time to time on allocation of funds for, social science research programmes, status and trends of social science research, establishment of needed research organizations, problems of conducting inter-university and inter-research institute cooperation, ways and means of developing research, international cooperation in the field of research, freedom of scientific research and thought, etc. Necessary efforts are being made to evolve appropriate policies for two-way flow of information on research results between the universities, autonomous bodies on the one hand and the Government, on the other, and to make Government statistics and research findings more easily accessible to research organizations. The results of research conducted by different research organizations will be made available to appropriate government bodies and other field level organizations with a view to making best possible use of research findings. The Social Science Research Council is going to hold a workshop very shortly on social science policy in Bangladesh. The objectives of the workshop will be to discuss the policy issues based on the findings of the research report on "Present Status and Future Needs of Research in Social Sciences in Bangladesh". The workshop will aim at analysing the current situation and trends in the field of Social Sciences, pursue measures conducive to the enhancement of the contribution of Social Sciences to policy making in the field of national development and to develop institutional infrastructure for development of social science research in Bangladesh.

One of the important policies of the Council is to collect, disseminate and preserve research results on social sciences. The research findings are not only needed for application by relevant agencies but also for further research work. The Social Science Research Council has undertaken the task of collection and preservation of research reports on various branches of social science. It has also undertaken the work of preparing an annotated bibliography of research works done in the field of social sciences in Bangladesh since 1972 with a view to helping researchers, academic institutions and other field level organizations.

Social Science Research Council is planning to establish a Social Science Research Documentation Centre. The Centre will provide an institutional framework for making available professional as well as specialized knowledge of social science disciplines to the researchers, policy makers, teachers and social scientists.

It is the policy of the Council to maintain close coordination and relationships with other research organizations. Efforts are being made to systematize and synthesize the already existing research activity with a view to providing a social scientific profile of the society and its culture, identifying research gaps, and setting priorities for problem-oriented and action-oriented research for socio-economic development.

The Government Departments, private organizations and foreign agencies which fund research programmes for their own specific purposes. The research programmes undertaken by these organizations may not be related to the priority areas set by the Council. However, efforts will be made by the Council to impress upon these organizations to sponsor research projects keeping in view the priority areas suggested by the Council.

INDIA

Only oral presentation
made by the participant from India

SOCIAL SCIENCE POLICY IN INDONESIA

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During the last twelve years, Indonesia has been carrying out her development programmes in a series of Five Year Development Plans (REPELITA). In the First Five Year Plan the development programmes were concentrated on the previously neglected economic sectors. Now Indonesia is entering the last year of her second Five Year Plan. Apart from continuing economic development, efforts have been directed towards promoting social development in a broader spectrum as well as dealing with the problem of manpower, and equal distribution of income.

Social science policy as a part of the Five Year Development Plan is based on the state ideology, Pancasila (the five principles), the 1945 Constitution, and the basic national strategy for development namely, the General outline of State Policy. These philosophical principles have, to some extent, been translated into reality in the REPELITA I and II. The REPELITA emphasizes, among other things, the important role of social studies and the development of social sciences.(1)

Chapter 23 of the REPELITA II deals exclusively with the planning for the development of science and technology. It states that the basic objective of planning in science and technology is the advancement of national stability that is needed to carry out an overall development programme. This would require the availability of well-trained scientists, an adequate budget, the general awareness of the importance of science, and the establishment of research and training institutions.(2)

The Government realizes that for the sake of the development of learning and successful application of science in development programmes, a healthy academic climate should be created. The Government has encouraged the formation of professional scientific organizations. Publication of scholarly journals and bulletins is also supported. Documentation centers and libraries are being developed. The Indonesian Institute of Sciences, for example, has laid the foundation for the establishment of the National Documentation Center for Social Sciences.(3)

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(1) Taufik Abdullah: National Integration and Social Science in Indonesia, in Papers Presented at the 13th Pacific Science Congress, LIPI 1975.
(2) REPELITA II 1974/1975 - 1978/1979, Vol.III, Jakarta 1974.
(3) Taufik Abdullah, ibid.

Although top priorities are being given to applied and developmental research projects, the General Outlines of State Policy explicitly identifies nine ultimate objectives of research programmes, namely: (i) increase of agricultural products; (ii) increase of industrial products; (iii) increase of the production of energy and mining; (iv) decrease of social tensions; (v) equal distribution of income; (vi) encouragement and the advancement of national integration and national solidarity; (vii) fulfillment of non-economic social needs; (viii) control of population growth; and (ix) protection of the quality of environment.

Although the first and second Indonesian five year plans mentioned about institutionalizing a policy designed to raise the level of science and technology and their application, which had to be related to the needs of society as they find their formulation in economic and social goals, their breakdown into operational programmes, especially within the framework of social sciences, has still to be formulated as a comprehensive and goal-oriented strategy.

It does not, however, mean that in the past ten years nothing has been done in the field of social sciences.

Social sciences are presently taught in all universities and in professional schools outside the university system. At present, there are 26 state universities, spread all over the Indonesian archipelago in such a way that each province has at least one university. In addition to these state universities, in a number of major towns, there are also private universities which are generally of lower academic quality although a few can be compared favourably with the state universities.

The total number of faculties in the social sciences in the state universities are as follows:

Table: 1

Social Science Faculties in various State Universities[4]

Social Science Faculties	Number of State Universities
Faculty of Law	22
Faculty of Economics	24
Faculty of Social Sciences/Political Science	14
Faculty of Letters	10
Faculty of Education and Teachers Training	24
Faculty of Psychology	3
Faculty of Journalism	1
Faculty of Philosophy	1

(4) Harsja W. Bachtiar: The Social Sciences in Indonesia, paper presented at the Symposium on Social Science Research Development in Asia at Kopo, Indonesia 1974 sponsored by Unesco.

Among the non-university institutions of higher education, there are various service academies, usually associated with particular administrative departments or ministries.

In the general endeavor to improve and promote the development of higher education in Indonesia, the Minister of Education and Culture has instituted five academic consortia. These are: (i) Technological and Natural Sciences; (ii) Medical Sciences; (iii) Agricultural Sciences; (iv) Education; and (v) Social Sciences and Humanities. Since the Consortium of Social Sciences and Humanities covers a wide range of different disciplines, it is the only Consortium which is sub-divided into sub-consortia, each with its own chairman, secretary, council and committees. Its sub-consortia are: the Sub-Consortium of Law, Social Science, Economics, Psychology, Letters, and Philosophy. History and Anthropology are currently the concern of Sub-Consortium of Letters and Philosophy. This, however, is being questioned since the leading figures of these two disciplines consider them now to be partoof the social sciences rather than that of the Humanities. It should be noted also that although Law, Economics and Psychology are generally regarded as a part of the social sciences, the Consortium has a special sub-consortium for social sciences, distinct from the sub-consortia for Law, Economics, or Psychology. The sub-Consortium of Social Sciences concerns itself with Sociology, Political Science, Administrative Science, Criminoloby, Social Work, and Journalism and Mass Communication.

It should also be noted that the Consortia for Education and Agricultural sciences are also, to some extent, concerned with the social sciences rather than, for example, Clinical Psychology. Part of the agricultural sciences is inevitably concerned with the social and economic activities of the peasantry, or the rural communities, it is also concerned with rural sociology and agricultural economics.

The reported total number of registered students in the state universities in 1973 was 118,500, of which 11.3 per cent were in Law, 12 per cent in Economics, 6.1 per cent in Social Sciences and 0.8 per cent in Psychology (total 30.2 per cent).

In 1978, the enrolment rose to 168,460 of which 66,070 were in the faculties of Social Sciences and Humanities (constituting about 40 per cent of the total).

Scientific research and technological development in Indonesia have, in the past, suffered from proliferation of research organizations and duplication of activities. Many of the institutions were really not viable; they lacked qualified research workers, more than anything else. Even within individual government ministries, or departments, there was a proliferation of research institutes engaged in unrelated programmes or activities.

In the absence of coherent policies and priorities, not much could be done for the systematic development of scientific research personnel. With the formation of the Second Development Cabinet in 1973, a beginning has been made to rectify the situation. All research financed by public funds, has been placed under the coordination and supervision of the Minister of State for Research, who designates the scope and nature of programmes related to the development objectives and stipulates the relative sets of priorities.

Connected with the endeavour to improve scientific research in Indonesia mention should be made of LIPI (the Indonesia Institute of Sciences) which was established to:

1. promote the scientific and technological development of the country for the sake of national development;
2. advise the government on the formulationoof a national science policy as an integral part of the national policies in general;
3. function as a coordinating body for research financed by the government; and
4. manage research institutes which were formerly under the Council of Sciences of Indonesia.

The Indonesian Institute of Sciences has had its achievements and its failures. In the field of science policy it has established an adequate basis for data collection and information on the scientific and technological potential of the country.

As a part of its advisory functions it has organized in cooperation with the National Academy of Sciences of the United States a workshop with the aim of submitting the results to the Government for its deliberations in shaping its policy in respective fields. The Workshop on Food, for instance, has provided a significant input to the Government policy on food.

With regard to the promotion of science, efforts have been continuously made to create awareness among the people about the importance of science and technology in daily life (through lectures, scientific exhibitions, science writing, science clubs, etc.)

Commenting on its failures it has been observed that in the very constitution of the Indonesian Institute of Sciences there was a built-in potential conflict between its function on policy-making and coordination and its other function to have operational responsibilities in the conduct of research. In the eyes of other agencies conducting research, the Institute, as long as it has responsibilities over institutes of its own, lost credibility and authority in its coordinating role. Secondly, because of its status being lower than a Ministerial Department, it has great problems in overconing Departmental barriers in order to exercise its coordinating function properly.

Furthermore although it had developed an adequate basis for data collection and information, it was less successful in building up its capability in analytical assessment of issues concerning the application of science and technology to development. It was, therefore, not in a position to formulate a more coherent national science policy.

There is also lack of rapport with the National Planning Agency (BAPPENAS) which had the authority to decide on development projects, including its research and development components. It was partly because of the difference of approach between the two agencies -- since the Planning Agency approaches the problem more within the framework of short-term objectives, while the Institute does it on a more long-term basis.

In connexion with social science research, the National Institute of Economic and Social Research (LEKNAS) and the National Institute for Cultural Studies (Lembaga Research Kabudayaan Nasional), both research institutes of LIPI produce many scholarly publications in economics, demography, sociology, political science and history. Since there is no integrated national social science policy, the two institutes developed their own policies regarding selection of the problem areas, manpower development and financing, though in accordance with the overall National policy laid down by the Minister of State for Research.

The programmes which have been designated as national priorities and are being implemented under the direction of the Minister of State for Research comprise:

1. A comprehensive inventory and evaluation of natural resources;
2. A study on long term growth perspectives;
3. An assessment of requirements for scientific and technological manpower for the period 1975-1985;
4. The development of a national network system of scientific documentation and information; and
5. The development of a national system for standardization and for calibration and instrumentation.

Efforts to increase national capability in social sciences are not only done by government institutions but also by private enterprises such as the Social Science Foundation (Yayasan Ilmu-Ilmu Social) which has been established in October 1976 by a group of Indonesian senior Social Scientists. The main objective of the Foundation is to develop scientific social research. For this, following four programmes have been initiated by the Foundation:

1. the development of the social sciences;
2. the development of research training in the field of social sciences;
3. the development of scientific social science research; and
4. the improvement of the role of the social sciences for national development.

The Social Science Foundation, through coordinated efforts with the Universities, Institutes and Academies, the Consortium of the Social Sciences and the Department of Education and Culture, and with other institutions engaged in social science research, has formulated a five year plan beginning from 1985 which includes: in-service training for lecturers in social sciences; organization of seminars, symposia or workshop, and publication of the proceedings; organization of post graduate programmes for social scientists and lecturers in National Development; assisting the formulation of a curriculum for social science faculties; and help establishing field stations for educational practical training and research.

In the field of research, the Social Science Foundation will organize training in social science research, undertake research, and promote students lecture-programme in the villages.

Science and technology activities, including surveys, scientific services and statistics are mainly conducted in Government institutions, so that the Government is the biggest source of funds.

The state budget is divided into the Routine and Development Budget. The Routine budget is to finance salaries and wages, maintenance cost, travel, etc., while the Development budget is to finance capital investment and operational activities. For science and technology, the latter means investment in buildings, laboratory, scientific services statistics, etc. The yearly expenditure devoted to research and development and related activities is about 0.2 per cent of the State budget.

As a concluding remark and in answer to the request of the Organizing Committee to state the basic elements affecting the formulation of social science policy in force at the national level, the observation given by Professor Sumitro, former Minister of State for Research, can be cited namely that efforts to increase facilities for the development of research, science and technology must be accompanied by:

1. a good organization in order to utilize the available scientists in an optimum manner;
2. directing activities in programmes to more accurate targets for the purpose of short term, medium term and long term development;
3. the creation of an institutional environment which could induce scientists to work unimpededly and creatively; and
4. the implementation of an intensive programme for the education and training of scientists, so that their number and quality can be expediously increased.

SOCIAL SCIENCE RESEARCH IN IRAN:
Origins, Development, Problems, Prospects

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The formal history of social science research in Iran is no more than twenty years old. It was in 1958 that for the first time an autonomous Institute of Social Studies and Research (ISSR) was established at Tehran University to conduct teaching, research, and consulting. But the informal history of social research may be traced far back into Iranian intellectual past. In modern times, however, social research seems to have gone through three continuing and interlocking stages, which we may term as the stages of social criticism, social survey, and social science. Each state is distinguished by a different set of environmental, organizational, theoretical, and methodological characteristics. We shall attempt here to delineate these characteristics by focussing on the origins, development, problems, and prospects of social research in Iran.

Origins

The tradition of social criticism is extremely rich in Iranian classical literature. This took at least five basic forms. In the first place, there is a genre of epic poetry in Iranian classical literature which combines legends with history to tell what is essentially a moral story on the nature of history and human destiny. Ferdowsi's Shahnameh (1010) is, of course, the most well-known and masterly of such works. There are, however, lesser works in the same genre which, if looked at from the viewpoint of their commentary on their own times, would yield considerable insights on their contemporary social and historical conditions.

Secondly, there were the allegories and parables written in poetic or prose forms to enlighten the reader on the human condition. The best and most well-known examples of such works are Rumi's Mathnawa (13th century) and Sa'adi's Gulistan (1258) and Bustan (1257). These contain a wealth of worldly observations and insights, tinged with ethical and moral precepts which, if put together, would constitute an implicit theoretical position on human destiny and the nature of society. In fact, the influence of Sa'adi on the Inod-Iranian world was of such proportions that his works were considered compulsory reading for British colonial officers.

Thirdly, there were those didactic treatises and chronologies written for princes, and sometimes commissioned by them, which expound on the contemporary views on politics and society. The most well-known and outstanding of such works is the Siyasat-Nameh (Treatise on politics) by Nizamal-Mulk (1018-1082), the Saljuqid vazier under Al-Arasalan (1063-72) and Malik Shah (1072-92).

Fourth, there are also the more formal philosophic treatises on the nature of the Islamic ideal which often attempt to make a compromise between the realities of Islamic history and ideals set forth by the Koran, the tradition of the Prophet and his four rightly guided successors, as well as on rational and religious notions of justice. The most celebrated of such works is Al-Farabi's (870-950) Madinat al-Fazelah (The Ideal City).

Last, but not the least, there are those works of history, geography, and ethnology in Islamic literature which come closest to what we mean by social science today. Among these, Ibu Khaldoun (1332-1406) was the first historian ever to go beyond chronology and the lives of heroes in order to pay attention to the objective social forces which determine the course of history. In this sense, he has been considered the first modern sociologist and his exogenous stimulant theory of history is still relevant for an understanding of Islamic history. Al-Biruni (973-1048) is also another example of a scholar who paid close attention to the objective facts, particularly in his ethnographic studies of India.

Modern Developments

Under the impact of the West, the tradition of social criticism has been revived in the traditional forms. This is best documented by a two-volume study of the Persian literary revival in the nineteenth and twentieth centuries, entitled as Saba ta Nima, by Yahya Aryanpur (1971-2530). Thus, as Hamid Enayat has observed, "like Moliere's bourgeois gentllhome who belatedly realized that he had been making prose all his life without being aware of it, some Iranian scholars too have long been engaged in writing, translating and conducting research on social problems or using sociological concepts without being conscious of themselves as social scientists".

Since the constitutional revolutionary movement, however, social criticism has been characterized by traditional as well as modern forms. While poetry, ethnology, history, and literary essays have provided the traditional forms, empiricism and journalism have supplied it with a modern spirit and vehicle. In terms of content also, social criticism has taken some radical turns to address such modern social issues as Islamic modernization (Sayyed Jamal Al-Din Assadabadi, known as Al-Afghani), constitutional government (Mirza Malkam Khan), education (Taleboff), Women's Rights (Mohammad Taghi Bahar and Parvin Etesami), Nationalism (Eshghi, Farrokhi, Lahuti, Behar), and social satire (Dehkhoda).

During this modern period, contributions of Iranian scholars towards laying the foundations of social science research have taken at least five different forms:

1. Translations or adaptations of Western classical and modern works in philosophy and social sciences. (Mohammad Ali Foroughi, Mahmoud Sanai, Yahya Mahdavy, Amir Hossein Aryanpur, Ehsan Naraghi, Bagher Parham, Hamid Enayat, Nassered-Din Saheb-Zamami, etc.)

2. Translations and adaptations of, as well as critical commetaries on, classical Iranian-Islamic texts (S.H. Nasr, Dariush Shayegan, Reza Davari, Nassered-Din Saheb Zamami, etc.)

3. Critical histories of the past and present of Iran (Ahmad Kasravi, Mohammad Taghi Bahar, Abdol-Hossein Zarrinkub, Zaryab Khoii, Fereidoun Adamiyat, etc.)

4. Linguistic and philosophical studies (Hassan Taghizadeh, Ahmad Kasravi, Zabih Behrooz, Sadegh Kia, Parviz Khanlary, Mohammad Moghaddam, etc.)

5. Ethnographic, anthropological, and sociological studies and surveys of Iranian society and culture (Ahmad Kasravi, Jalal Al-Ahmad, Javad Safi-Nejad, Jamshid Behnam, Shapour Rassekh, Khosrwo Khosrowi, Ahmad Ashraf, Zahra Chajii etc.)

6. Critical essays on problems of Iranian modernization in its encourter with the West (Fakhrod-Din Shadman, Ahmad Kasravi, Taghi Arani, Khalil Maleki, Ehsan Tabari, Jalal Al-Ahmad, Ehsan Naraghi, S.H. Nasr, Dariush Shayegan, etc.)

World War II inaugurated a new era of social discourse in Iran dominated largely by ideological conflicts among the three dominant political tendencies, i.e. the conservatives (led by Sayyed Zia-ed Din Tabatabai and Ahmad Qavam), the revolutionaries (led by the Tudeh Party), and the liberals (led by the National Front). Aside from a vast number of translations from Western sources, social criticism in this period became virtually synonymous with journalism.

The events of August 1953 inaugurated a new period in Iranian Political and intellectual life. It put an end to open ideological disputes and thereby redirected the efforts of social critics and scholars towards the production of translations, textbooks, and more systematic studies and social surveys. With the return of an increasing number of Iranian graduates of social science from Western universities, it became possible for the first time to organize an autonomous Institute for Social Studies and Research at Tehran University (1958). Subsequently, social science fields have been also given academic recognition by the establishment of autonomous departments for political science, sociology, and economics within Iranian universities. Furthermore, increasing efforts towards planning has provided another impetus for the growth of policy-oriented social research both within and without the government bureaucracies. The absence of strong historical roots and theoretical foundations, however, prevent social sciences from developing methodologies appropriate to social research in Iran. This period of social research in Iran is thus characterized by the conduct of social surveys predominantly modelled after their Western prototypes, using questionnaire and interview techniques. Absence of strong traditions of scientific debate and criticism as well as the weakness of research infrastructures (libraries, journals, data clearing houses, abstracts, indexes, etc.) have also prevented the development of a scientific process of accumulation of knowledge by collective efforts towards definition of social problems, formu-

lation of hypotheses, data collection, testing of hypotheses and revisions and repetitions of these sequences. For such a process to take place independently and over a long period of time, the country needs strong and independent institutions of social research.

The universities have been the most appropriate place for the organization of such institutions in most parts of the world. In Iran, however, modern universities (in contrast to the madrassah, the traditional centers of Muslim higher education) were founded by government and in response to its needs for trained manpower. As a consequence, no strong tradition of independent and theory-oriented research could be developed. In social sciences, quite understandably, the first schools were in the fields of education, law, political science, and public administration which aimed at training personnel for the Ministries of Education, Foreign Affairs, Justice and other government departments. At the University of Tehran, courses of political science, economics and jurisprudence were all incorporated into the Law School curriculum. Similarly, courses in sociology, anthropology, and psychology were scattered among the Schools of Literature and of Education. It was not until the late fifties that the autonomous status of social sciences was recognized through the establishment of ISSR, and the Schools of Economics and of Social Sciences and Cooperative Studies.

With the explosion of student enrolments in higher education, from nearly 30,000 in 1965 to over 150,000 in 1976-77, Iranian universities have suffered from increasing problems of teaching overloads, bureaucratization, and politicisation. Academic standards as well as faculty research have also suffered. In the meantime, government and public demand for research has increased. As a result, social research has largely retreated from the universities into the safe havens of government bureaucracies and autonomous research institutions established by a variety of government agencies, universities, and royal foundations. The newly emerging research institutes, however, face some of the same fundamental problems that social research at the universities did. Administrative red-tape, budgetary limitations, and lack of direction, coordination and planning in research may be expected to be reduced, but the environment problems of research will persist.

Problems

Problems of social research in Iran may be considered under two general headings, external (environmental) and internal (institutional). The environmental problems consist mainly of absence of strong traditions of critical and theory-oriented social research, absence of infrastructures of research (solid university training, scholarly journals, voluntary professional associations, libraries, time series data, clearing houses of research information and documentation, national archives, etc.), absence of a tradition of free flow of information, and weaknesses of a scientific value system that underlies all of this. The latter problem is best illustrated by the fact that a researcher has no official academic status in the Iranian university system and would have to accept teaching

responsibilities if he wishes to enjoy the privileges of the academic staff. Similarly, an academic can earn from two to four times as much by moon-lighting through consulting and extra-teaching than he can by doing research. Rewards outside the academic professions, particularly in the private sector, far outweight the renumerations for researchers. It is no wonder, therefore, that many a social researcher who has shown an early promise has been systematically lured away to government posts or to the private sector.

In this context, it may be argued that research, like virtue, is its own reward. However, some international and institutional barriers to social research are also hampering progress. Lack of institutional and academic autonomy is the core problem, as evidenced by the fact that most if not all Iranian universities and research institutes are directly financed by the government from year to year. Research and free thinking have flourished mostly in environments which provide a diversity of institutional arrangements as well as multiple sources of financing. It is no accident that the United States has been a leading country in variety of fields of research and development. The financial and academic autonomy of the leading universities, the decentralized governance of these universities, the active participation of the private sector in the financing of research, the role of private and government foundations in support of research, and the increasing part of the federal and state governments, have all combined to establish a vigorous and relatively independent tradition of research. The plurality of institutional arrangements and sources of financing has also provided another factor which is critical for any progress in research, namely feedback. Critical feedback is provided to researchers in the United States by the four main sources of demand for research — the general public, the government, the private sector, and the academic public. If a work of research is of general interest, the volume of sales will immediately register the degree of its success. If, on other hand, it has been commissioned by the government or an agency in the private sector, it will be critically reviewed. Most research, particularly theory-oriented research, falls into neither categories, and finds its way into professional journals or academic presses and would have to be judged on the basis of rigorous standards of scientific validity. Social research in Iran has unfortunately failed as yet to reach a critical mass and to find a critical public.

Prospects

Despite all these limitations, social research has continued to make some progress in Iran, particularly in recent years. The growth of an increasing reading public, and of secondary and higher levels of education, has led to the popularity of a certain genre of social research which we have labelled here as social criticism. Works such as those of Amir Hossein Aryanpour, Ali Shariati, and Ehsan Naraghi (which are ideologically tainted with Marxism, Islamic modernism, and Neo-Nationalism) have broken all past records

to move from sales of 8,000 copies to 100,000 copies. The market for a variety of other authors in the same genre is thus well-paved.

Government constitutes a second customer for social research. Planning and public administration in Iran, as elsewhere, is becoming increasingly scienticized. It will depend, therefore, increasingly on social surveys undertaken within the government bureaucracy or outside of it. Some branches of the government are also engaging in what might be called action-oriented research. A regional development project in the Alashtar region of Luristan, directed by Majid Rahnema, provides once such example. The project hopes to set an example of how integrated and endogenous regional development can take place by self-help and self-reliance of the local indigenous population. It has also established a Center for Endogenous Development to undertake action-oriented research on this and future projects with similar aims and objectives. Thus, problem-oriented policy and action research will probably flourish in the future with the support of the government.

By contrast, the development of theory-oriented research will face some serious internal and external difficulties. Weaknesses of historical, theoretical and methodological foundations for social research in Iran have contributed to the stagnation of this kind of research. The disinclination of the researchers themselves, symptomatic of lack of roots and a public, have also created further deterrents. This has led some of the social researchers to turn to an international audience by writing in English or French and publishing in international scholarly journals.

Social sciences in Iran, no less than social sciences elsewhere, are also facing a serious crisis of identity. This is compounded, however, in Iran by theoretical and institutional underdevelopment. The certitudes of a mechanistic, Newtonian world-view that perceived 'social laws' essentially in the same terms as 'mechanical laws' has given way to organic and cybernetic views that depend for their understanding of the social processes on the laws of probability and of chance and necessity. It is also increasingly recognized that the Heisenberg principle applies to social situations far more than to physical and natural phenomena. Every observer affects the nature of that which he observes. Thus, the element of subjectivity is assuming an increasing importance in social research.

Social sciences in Iran are, furthermore, in search of their historical roots and identity. Like most other areas of social life, borrowings from the West would have to be counterbalanced by intellectual and institutional grafts with those national and cultural traditions which are still valid and viable. In so far as social theory is basically an argumentation deeply embedded in certain historical traditions and philosophical viewpoints, it needs to be wedded to the fundamental principles of the civilization on which it rests. The challenge before Iranian social scientists is, therefore, a twofold one; to understand the heritage of the West as well as their own before attempting any novel aytheses. While the acquisition of Western theories and methodologies of social research must go on, the search for the historical roots of social sciences in Iran

must also advance by a thorough understanding of Iranian history, society, and intellectual heritage together with a commitment to social betterment. These efforts have just begun.

Lastly, the future of social science research in Iran depends upon the growth of those traditions of civility which uphold freedom in general and academic freedoms in particular. The fetters of bureaucratization and social disintegration, however, continue to threaten the social science community both from within and without. The guarantee of authonomy for universities and research institutes, the creation of multiple sources of support and financing, the search for conceptualizations and methodologies of research appropriate to the Iranian conditions, and the encouragement of a spirit of fearless and impartial search for truth are the sine qua non of progress in this field. If we consider social research as social feedback, only those societies are capable of suffering its pains and reaping its rewards that have reached a relatively hign degree of stability, maturity and wisdom.

REPUBLIC OF KOREA:
Report on Seminar on Social Science Policy

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Approximately forty social scientists representing eight disciplines affiliated with the Korean Social Science Research Council participated in the Social Science Policy Seminar, held recently in Seoul. The disciplines represented were economics, political science, public administration, sociology, psychology, education, business administration, and history.

The participants first heard four background papers and had intensive discussions on the matters related to the Korean social science policy. The titles of four papers are: (1) Description and evaluation of the current social science research in Korea; (2) Trends of social science development in Korea, in a historical perspective; (3) Role of social science in national development and social scientists' contribution; and (4) Prospect for the future Korean science development.

Discussion centred round the following four points:

1. Development of social sciences

Close collaboration among different disciplines in social sciences was advocated. There was a proposal for the desirability of having an independent building to house the offices of the eight academic associations affiliated with the Korean Social Science Research Council (KOSSREC). The Secretary-General for the National Commission for Unesco in Korea gladly accepted this proposal and pledged to contribute US$20,00 for the purpose, as the initial contribution for this year. The participants expressed their grateful thanks to the National Commission for its active support to the cause of social sciences.

It was noted with concern that the government is giving much less support for the social science development than for the natural sciences. Not only the amount of support is meagre, the manner in which the support is administered leaves much to be desired. To correct such an imbalance, the participants suggested that the government be requested to establish an institutional framework such as the National Social Science Foundation, similar to the National Science Foundation which is already in existence.

The participants felt the need for establishing close contacts between the research institutes of the government and those of the universities, to promote better exchange of information, and of personnel.

There exists a serious lack of new manpower for recruitment into academic and research institutes. The demand for college graduates in business world, which pays far better salaries than the academic institutions, is such that it is increasingly getting difficult

to induce brilliant students to go on for graduate training. Effec Effective steps are required to be taken to correct this trend including the efficient scholarship system for graduate students and better salary scales for academic positions.

A systematic manpower survey was proposed so that adequate number of social science students could be trained to meet the new demands for them. The current government control of enrolment quota for social science disciplines was considered inadequate.

The government support for social science research tends to be concentrated on the problems which are immediate for solution. Such problem-oriented research is nodoubt very important, but it was urged that the government pay equal emphasis on pure, non-applied, research.

2. Utilization of social science

Social scientists have played significant role in Korea's development; the participants felt that such contribution is highly desirable. However, it was suggested that social scientists should be more independent in their work so that they genuinely contribute to healthier development of their society.

3. Indigenous development of social sciences

The meeting proposed that an attempt be made to standardize the scientific terms borrowed from the West so that confusion in communication can be avoided. Re-examination of the Western methods and theories was also suggested.

4. International collaboration

The group recommended that the Association of Asian Social Science Research Councils (AASSREC) play a more active role in bringing about closer contact amongst the social scientists in Asia. In this connexion, the desirability of establishing an Asian Social Science Research Center was emphasized. The Secretary-General of the National Commission for Unesco offered to provide half of the cost for the maintenance of such a Center if it were to be established in the Republic of Korea.

SOCIAL SCIENCE POLICY IN MALAYSIA

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An active, deliberate national social science policy could involve, at one extreme, an explicit and tightly articulated set of plans and strategies which range all the way from ensuring the incorporation of social science teaching at all or most levels of education, to the planned recruitment of social scientists into specific areas of government and possibly also the private sector. To be sure, such a policy would also incorporate a commitment to social science research, both for academic and for policy purposes, and to the collection, processing and analysis of social data on a continuing basis to assist in the formulation, implementation and monitoring of governmental policies.

At the other extreme an active, deliberate national social science policy could also involve the planned exclusion of any social science content from the syllabi of schools and universities and the denial of any useful role for the social sciences and for social scientists in government and in society generally. The reasons which can prompt such a policy are varied but would include real or perceived fears not only about the relevance of social science disciplines but about the attitudes of social scientists towards existing goals, strategies and mores. In some cases, the social sciences (or at least some of their preoccupations and orientations) may simply be found uncongenial in the light of certain social, political and other imperatives which enjoy primacy.

In common with most other countries Malaysia belongs to neither of these extremes and occupies a position somewhere in between. But compared to many countries Malaysia's experience of the social sciences is of recent origin and this in part may explain the absence of a well developed 'policy' in this connexion. With the exception of economics it is only within the last decade that the social sciences have acquired anything like a reasonable status in university curricula; indeed, it is only within the last decade that four of the five universities which now exist came into existence. Against this background it is not surprising that academic traditions have yet to evolve in the social sciences although an exception might be the efforts that are being made at the University of Science (Universiti Sains Malaysia) to promote (through the School of Comparative Social Sciences, established in 1970) an inter-disciplinary approach to the social sciences and to establish (through the Centre for Policy Research, established in 1974) firm foundations for applied social research.

Apart from the availability of economics at the Form 6 level (i.e. the 12th and 13th years) of some schools, there has so far been no decision to include the social sciences in the curriculum

either of secondary schools or of most vocational and other training institutes, including teacher training colleges. Even at the university level, for those combining an academic degree with teaching qualifications, economics is the only potentially available subject among the social sciences. There are many reasons which account for this state of affairs and they include uncertainty about the value of teaching the social sciences outside the university academic context and the shortage (or total non-availability) of suitab suitable texts, especially in the national language.

In the above connexion it ought not to be overlooked that in Malaysia education is a federal responsibility. There are also no private universities and very few private schools. The perceptions of the national government, through its Ministry of Education, are therefore of vital significance in determining the status enjoyed by the social sciences in education.

In planning and in administration, however, the national government has often sought the advice of social scientists and in some areas has, in fact, made specific provision for social science inputs. Of particular significance are the role assigned to the Economic Planning Unit (which significantly is placed under the Prime Minister's Department) in the formulation of development plans, and the utilization of social scientists in the drawing up and implementation of regional development projects which have become a cornerstone of Malaysia's development strategy.

While there is increasing evidence of social science inputs into the planning process at all levels of government*, it nevertheless continues to be the case that these inputs are sought almost entirely from economists, or on matters that require economic forecasting and analysis. Also worth noting is the fact that until recently the social scientists engaged in this activity have almost all been foreign consultants who have been employed either under broader consultancy packages or as a result of arrangements involving other governments or international agencies. Despite some assertions to the contrary it would not be correct to argue that this has simply been the result of bias against the use of local talent, although there have been instances where the use of overseas consultants might at best have appeared superfluous. The non-utilization (or at least the under-utilization) of local social scientists has, on the other hand, no doubt been influenced by the newness of indigenous social science activity, the scarity of output by local social scientists (especially in applied fields), and the absence of institutional mechanisms (within universities as well as in government) which could facilitate a different relationship between policy makers and academic social scientists. In other words, at least until recent times, the indigenous academic social science community, limited as it has been in size and in range, was unalbe convincingly to demonstrate its potential role in this regard and the structure of uni-

*The New Economic Policy, for example, by emphasising the eradication of Poverty and the elimination of ethnic imbalances, places a premium on social science perspectives in its implementation.

versities was not always conducive to productive involvement in such activities as government consultancy, especially where it has required major time commitments. Indeed, for a long time governmental agencies such as the Department of Statistics were almost the only sources of socio-economic data needed for planning and other purposes and academic social scientists tended to be users rather than producers of such data. This situation has fortunately (and not unexpectedly) begun to change and there are now good reasons for believing that the output of relevant knowledge by social scientists will lead to an expanded role for them in policy formulation. But there is still some uncertainty or ambivalence about the value of non-economic social science analysis in the development process and there are also few local non-university sources of funds for research by academic social scientists. (The National Science Council, which encompasses the social sciences, has yet to play a role in this regard.) Both these factors are bound to inhibit the output of social scientists, especially since there will always be limits (self-imposed as well as external) to consultancy work.

If a distinctive or identifiable social science policy is lacking in Malaysia at the national level, it would not appear that this is the result of prejudice or political persuasion. Rather, historical factors and structural weaknesses have discouraged a more vigorous role for the social sciences and for social scientists. There are, however, suitable indications that the government is favourably disposed towards the utilization of social science knowledge, although the availability of relevant data continues to be a problem, reflecting shortcomings in the indigenous development of the social sciences.

In some regards, the Malaysian social science scene is at a facinating stage of development and bears close watching. But the more useful (although by no means the only) question to ask, as this development takes place, would be what the social scientists are doing and what use is being made of their findings, rather than what policy exists towards the social sciences, or how that policy is arrived at. The point surely holds not merely in Malaysia but also elsewhere, that great variations may exist in the growth of the social sciences, the output of social scientists, and the use of social science knowledge, without these being accounted for by national policies which are deliberately either favourable or unfavourable.

BASIC ELEMENTS OF SOCIAL SCIENCE POLICY IN MONGOLIA

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It seems to me that one of the main questions to be discussed at our meeting is, whether the countries, represented here, have or do not have social science policy as such, adopted at the national level. As for Mongolia, our experience gives a positive answer to this question. In fact, social science policy adopted in Mongolia at national level emanates from the very nature of our socialist society. In the course of the process of building a new society, the materialistic social sciences serve as the theoretical basis for guiding and organizing all social activities in the country.

It is quite clear that the formulation of social science policy in Mongolia, like in other socialist countries, was possible because of the advantage of being a socialist society in comparison with countries in some other region, where such a policy is still lacking at the national level.

Social science policy in Mongolia has passed through several stages, reflecting the level of social and economic changes in the country. It needed 40 years, after the peoples power was established to found the national Academy of Sciences, though the first step in that direction was taken as early as 1921, when the Board of Letters was set up. The latter was the first secular scientific institution in the history of the country.

The Academy of Sciences came into being in 1961 with Professor B. Shirendye as its president, who is now foreign member of the USSR Academy of Sciences, Honourable member of Hungarian Academy of Sciences, and Honourable Doctor of Letters, the University of Leeds (England).

The first stage of social science policy in Mongolia, where the entire population was, for centuries, under the influence of Buddhism was not so easy. In this connexion, it may be mentioned that publications, in Mongolia language, of the works by Marx and Engels has played an important role in introducing and developing materialistic social sciences in Mongolia, and in formulating social science policy as well.

Beginning with mid-1950s, or during the post war period, social sciences in Mongolia got their full scope, indicative of a new stage of social science policy in the country. This new stage can be characterized as the stage of research and application whereas the present stage gives more emphasis on the links between science and production.

Not going into the details of social science status in Mongolia in the past and present*, let me briefly touch upon, some of the basic elements of social science policy in Mongolia. They are: (1) Marxist concepts on society; (2) directives and guidelines of the Party and the Government concerning social science development such as the party programme, state plan, etc.; (3) social science institutions, including research and training; and finally (4) social science manpower and potentiality.

As for the theoretical conceptions,we recognize that all social sciences had got their real meaning as science only with the discovery of materialistic understanding of History.

The charter of the Academy of Sciences in its article 2 states that her scientific research institutions are guided in their activities by Marxist and Leninist theories, by the Party Programme and other directive documents of the Party and the Government.

According to the current plan (1975-1980), the main trends of social science research are to be:

- generalization of the experience of the MPR's transition from feudalism to socialism by-passing capitalism; questions of socialist construction; social relations; the moulding of a new man; the development of socialist mode of life;
- planning and management of improvements in economy, scientific labour management; preparation of a master plan for the development and distribution of the country's productive forces;
- research into the socialist economic integration with the Soviet Union and other COMECON countries, etc.

One of the main principles of science policy in Socialist countries is the maintenance of unity of all the three branches of sciences: natural, technical and social, while another important principle is the link between science and production.

Indeed, social sciences have been more and more involved in the process of scientific and technical revolution, and, likewise, natural and technical sciences are becoming direct productive forces. Turning of sciences into direct productive forces means that more important tasks of social sciences are not only the development of world outlook of the members of our society, mode of thinking, morals and spiritual life, but also the direct and active participation in the betterment of social relations, management of material production, and in the social processes of the society's development.

Moreover, in our opinion, social science policy in socialist countries is assuming more and more international character rather than national. It shows the possibility of social science integration among the socialist countries.

*They are given in the paper on Mongolia (by Sh. Bira and E. Puntsag) published in Social Sciences in Asia III; Unesco 1977

On the other hand, in the condition of socialism, social science resources have been, and should be, utilized for acceleration of the process of building of a new society. Having this in mind, and considering that natural and social sciences are mutually interrelated, we attach more importance to complex method of researches. The Academy of Sciences has already set up 14 problem commissions for complex researches, covering a number of important projects social sciences for the whole period of the current five year plan.

One of the characteristic features of science policy, conducted in the condition of socialism is the concern of the government for social science development not lesser than that for the progress of natural and technical sciences. In this regard, the policy of complex researches also stimulates the growing role and importance of social sciences in life and production. Indeed, in guiding the society, in its development as a sufficient instrument against anti-scientific and anti-socialistic concepts, the role of social sciences has a great importance for the life of our society, they provide a theoretical basis for policy making.

POLICY TOWARDS SOCIAL SCIENCES IN NEPAL

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I. General Remarks

It might not be untrue to say that one of Nepal's foremost assets is its intellectual manpower. If this asset is effectively organized and developed, it can contribute to the solution of the country's pressing social and economic problems.

However, as in most developing countries, the intellectual competence is a scarce resource in Nepal. This is particularly true with regard to the social sciences. An attempt is made in this paper to briefly present the current state of social science and to examine some basic elements of social science policies in Nepal.

II. The Present State of Social Sciences

The beginning of social sciences in Nepal is mainly associated with the impact of western education. The problem of establishing a proper linkage between the western mode of thinking and the realities of the country still continues to exist, and indigenous social science has hardly made a beginning as yet.

Nepal presents "a pciture of an under-developed social science that suffers from glaring inadequacies. They are all commonplace and relate to the problems of lack of library and research facilities, insufficient rewards for research and creative teaching, lack of motivation, outdated curriculum, lack of publication outlets, bread-and butter imperatives, inbreeding and, above all, a faculty system of education where both students and teachers think in terms of examination rather than learning. The common denominator of all these inadequacies seems to boil down to the problem of resources, financial and human. No doubt there has not been much money to go around nor have there been enough trained hands to upgrade the disciplines, but we should ask ourselves whether we have made any concerted efforts to obtain whatever we need for the right cause we believe in."1/ This is how the Social Science Seminar, the first of its kind ever held in Nepal, convened in October 1973 was summed up.

Although some progress has since been made, particularly in the area of trained manpower, the basic problems of the social sciences are still the same. Rana has identified two basic related

1/ Ratna S. Rana, "Summing Up" in Prayag R. Sharma (ed.), Social Science in Nepal. A Report on the Seminar on Social Science held at the Institute of Nepal and Asian Studies, T.U., in October 1974 (Kathmandu: Tribhuvan University Press, 1974),p.211

factors responsible for the present state of social sciences in Nepal.2/ First, is the growth of the government sector at a rate which has impoverished the educational institutions by absorbing most of the highly trained manpower (Ph.D.'s) into various government positions. The second factor for the poor growth of the social science has its roots in the way the social sciences were identified with liberal arts education without a proper foundation in secondary or high schools. Another factor related to the first, which has brought about a serious set-back in the growth of social science in Nepal may be identified as "lack of professionalism" among the social scientists. This is reflected in the way various professional organizations have been created and are functioning, and the tendency among the social scientists to seek positions other than research and teaching.

Among other related problems is the size of the social science manpower which at present is relatively small and heavily concentrated in Kathmandu. All social science disciplines have not yet been given due recognition in our University, and the subjects covered under the term social sciences also seem to vary from one Institute of the University to another. Another general deficiency is that most of the social science manpower is not effectively trained in the practical aspects of research. Indigenous teaching materials are also lacking and teaching methods are based on American or English textbooks not oriented to research in Nepal. Social science research is very under-developed. There is lack of stable financing for research and whatever little resources go into this area are often on an ad hoc basis for carrying out various projects. In this sense, social science research is characterized by a scattering of resources, both financial and human. Most research institutions have quite inadequate technical research facilities.

There is generally a lack of research cooperation between various social science disciplines in the planning and execution of research projects. Research is seldom conducted in such a way as to relate it to national priorities. There is generally insufficient contact between researchers, let alone serious efforts to pool their work together into a coherent whole. However, some attempt is being now made in this connexion.

Not all social sciences are equally developed. Outside the field of economics, social science research has had very little impact on the formulation of public policies. In the University, however, geography shows greater strength or competence in terms of trained manpower as compared to other social science disciplines. On the whole, the social sciences in Nepal are still under-developed and would, therefore, require further nurturing in order to fully realize the potential contribution they can make to national development.

2/ Ratna S. Rana, "Nepal" in Social Sciences in Asia, II. Reports and papers in the Social Sciences No. 33 Unesco, 1977, p. 68

III. Policies for Developing Social Sciences

The role of social sciences is now being increasingly recognized in Nepal. There are, however, no explicit plicy pronouncements from the government for the development of social sciences. The current educational policies have emphasized the role of science and technology, and the social sciences are not "per se favoured over humanities or business education". Moreover, the present educational policies have placed emphasis on increasing the supply of technical manpower. If there is anything that bears upon the development of social sciences, it is the indigenization of curriculum. However, there seems to be some thinking in certain official circles for constituting a policy-making body for the development of social sciences.

Given the existing social science skills and capabilities the tasks ahead are tremendous. It seems that the following principal organizations will have to take initiative for the development of social sciences in Nepal.

1. The government, particularly the Ministry of Education and the National Planning Commission, as responsible for the national development strategy based largely on knowledge derived from work of social science researchers;
2. The University, particularly the Institute of Social Sciences and Humanities, in palnning the development of the social science faculties and their research units;
3. Other users of social science research, including the various banks and industrial concerns, and those responsible for making the research policies of independent and semi-independent research institutions.

The above organizations should establish a dialogue among themselves and focus on, and coordinate, their activities towards the various problem areas of the social sciences such as those connected with teaching and research. Alternatively, these organizations could formulate policies for the social sciences by determining answers to some such questions: (1) What are the principal research needs for the national policy making, and how can these research needs and gaps in knowledge be translated into research projects? (2) Which of these research needs are best met by research inside government departments, and which are best met by research in institutes or the University? (3) What measures should be taken to increase research potential, and to increase communication among the social scientists? (4) How can motivation for research and teaching be enhanced, and what are to be the relative priorities for teaching and research?

The above questions are not exhaustive. Neither are they in order of priority, and in most cases cannot be answered in isolation since they involve compromises with other objectives. However, answers to these questions can provide the basic elements for the social science policies. In any case the following appear to be the primary concerns with regard to the development of social sciences:

1. Increasing qualified manpower: The institutes of the University with social science programmes have been satisfactorily staffed insofar as the number is concerned. However, the academic training of the staff, has been far from adequate. The University has presently envisaged a programme to upgrade its faculty. This should help fill this gap to a certain extent.

2. Establishment of new disciplinary programme: A few of the core social sciences, e.g., sociology, social anthropology and psychology, programmes are non-existent in the University. These disciplines need to be systematically developed.

3. Strengthening of graduate programmes: At present the graduate programmes are generally weak. It is most essential that these programmes be strengthened by increasing social science capability at all levels.

4. Upgrading research competence: The importance of research has been recognized but theres is no institutional mechanism whereby research competence can be upgraded. There is an urgent need to upgrade research competence, and to make it relevant to national needs and priorities.

IV. Concluding observations

As in all countries, social scientists in Nepal have to define the goals and purpose of social science in both teaching and research for their institutions and the country. They must recognize that they have a dual role to perform: one that of an academic and another that of a change agent. They must address themselves to different kinds of audiences: (i) those who are currently receiving education, and (ii) those who are already located in different walks of life. However, it is among themselves that they must first have a dialogue in order to develop their disciplines. This is where there seems to be a gap in Nepal. It is perhaps to fill in this gap and maintain dialogues among the social scientists that some kind of a national policy-making body is needed. However, the demand for such a body must come first from the social scientists themselves.

SOCIAL RESEARCH POLICY IN NEW ZEALAND

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It would be reasonable to say that until 1935 New Zealand had no social science policy. There was limited teaching of the social sciences in the Universities and even more limited research. The only areas in which there was research of any consequence (usually in the form of M.A. theses, or small scale projects by University staff) was in Economics, Education, and Anthropology. There was no social research conducted by government, and the only independent research organization was the Council for Educational Research established in 1933 with a grant from the Carnegie Corporation.

On the initiative of some members of the Labour Government, the Bureau of Social Science Research was established, in 1936, as a unit of the Department of Scientific and Industrial Research (D.S.I.R.). The Bureau concentrated initially on studies of standards of living in various occupational groups although there were plans for wider interests including population studies and industrial psychology. Studies of dairy farmers, tramway workers, and boot and shoe operatives were undertaken, and a report on the first of these was published. The Bureau fell under the disfavour of some members of the Government that set it up and it was disbanded in 1940. Because this happened in wartime the action was never queried publicly, or in Parliament, and the exact and detailed reasons for the closure remain somewhat obscure to this day.

The natural scientists in the senior posts of the D.S.I.R. had never been enthusiastic about the Bureau of Social Science Research being included in the Department (though there is no evidence to suggest that they did other than support it loyally once it had be been established). The political difficulties which led to the abolition of the Bureau confirmed them in their view that social science was an unsuitable topic for a governmentally controlled research organization. The whole experience was obviously very unpleasant to the research administrators and until very recently was still being referred to nervously by research administrators too young to have been involved in the actual events.

After the end of World War II social science teaching expanded rapidly in the universities. There was no equivalent expansion in social science research. First, for various reasons, mostly associated with the growing pains of a newly developing area there was a shortage of trained, and especially of experienced, research personnel. University social science staff consisted very largely of overseas trained people who, with limited knowledge of the New Zealand background, and burdened by the task of getting numerous new teaching courses off the ground, simply did not make much progress in research. The production of theses (M.A. and Ph.D.) expanded but there was very little really solid work in most areas. Secondly,

such funds as were available for research in the universities were mostly restricted to the purchase of apparatus and equipment and it has been a long and difficult task to persuade administrators (most of whom had natural science background) that this virtually excluded social scientists from a share in these funds.

The Council for Educational Research has continued to flourish in the post-war period and an Institute for Economic Research was established in 1958 but in most other areas developments languished, though an Industrial Psychology unit was set up for a short period. There was little sign of interest in social research from the political parties. One economy minded Prime Minister is said to have remarked scornfully that all social researchers did was to think of new ways of spending money.

During the 1960s began the slow development of small research units within such government departments as Social Welfare, Education, Justice and Health. Initially these were involved in routine data gathering, the preparation of annual reports and answering ministerial enquiries but they are now engaged in a wider range of tasks and have produced a number of substantial research reports. They are still, however, by international standards, small and lightly funded, and engaged in little work that is not seen as having a very direct and practical application to the work of their Departments.

In 1969, a National Development Conference set up by the government recommended some expansion in social research. From this point, there proliferated a whole series of studies, investigations, reports, committees of enquiry and the like, concerned with the question of how this was to be done. Basically the argument centered around the role of the National Research Advisory Council (NRAC) a statutory body dominated by natural scientists, industrialists, and agriculturalists which, since 1964, has been the source of governmental advice on the organization of scientific research. For some time, the NRAC appeared to be unwilling either to assume responsibility for an effective social science policy, or to advise government to establish a Social Science Research Council as it was being pressed to do by various other bodies (including the National Commission for Unesco).

In 1976, the NRAC made two moves which may have the result of improving the situation. First, it added to its members two social scientists, one an economist and the other a sociologist (both University professors). Secondly, it set up yet another committee, but this time as a permanent social science sub-committee of the Council itself, with its economist member as chairman. As an immediate task the Social Sciences Committee was asked to review yet again the question of governmental support for social science research. The Committee reported in October 1977 and made three recommendations. In brief, these were, (1) that the government establish a Social Science Research Fund to be administered by the Social Sciences Committee of NRAC, this fund to be used "for the purpose of promoting nationally desirable research in social and economic fields which would otherwise not be supported"; (2) that

steps be taken to expand and improve social science research within government departments; and (3) that government departments be encouraged to contract out research projects to non-governmental agencies.

These recommendations are at present with Cabinet and no decision on them has yet been announced. Given the present economic difficulties, it would be unwise to take it for granted that the money will be supplied.

However, assuming the recommendations are accepted, what will be the situation? The size of the fund suggested is NZ$250,000. To put this in perspective, it is equivalent to the salaries of about eleven University professors -- it might serve to hire about twenty five research workers, including some of supervisory level. Spread over the whole of New Zealand and all branches of social science this is obviously not going to cause a revolution in social research output, but by comparison with the perpetual famine that has existed to the present it would obviously make a real difference.

One problem that will remain for some time is the scarcity of trained and experienced research workers. Most of those with real experience are already fully committed with teaching, administrative and research duties and will not be able to turn rapidly to supervising the new projects which will be needed to give experience to those entering the ranks of social researchers. In this sense the modest beginning to the proposed fund is no doubt realistic and its small size will be a serious problem only if it fails to grow as more people capable of doing good research become available.

There is, of course, as yet no means of judging what kinds of research the Committee may choose to support and this will be crucial in judging the success or failure of any scheme.

The Committee has followed earlier leads from the N.R.A.C. in rejecting suggestions which have been put forward from various quarters for the establishment of an independent social research unit comparable with those already existing in the fields of education and economics. While this suggestion has been a matter of controversy (it has not, for example, been supported by all university social scientists), it can be argued that the absence of such a unit leaves some important unfilled gaps. For example, there are some areas of research, especially those involving deviant behaviour, or personal affairs, which are manifestly unsuitable for work by governmental agencies. Some argue that the universities should fill such gaps. But the New Zealand universities, as at present staffed and financed, can rarely mount projects which are large scale, or which require the steady collection of data throughout the year, regardless of the pressure of teaching and other duties. This means that not only will the universities not carry out these projects, they will also not train research workers effectively in these particular skills.

It must also be noted that none of these decisions or recommendations make any impact on the financing of the universities' own internal research arrangements, except to the extent that university staff are able to share in the proposed fund. University research money has not been increased and is still closely tied to the purchase of equipment, and therefore of very little use to social researchers except insofar as they need to use closed-circuit TV or other technological aids.

In summary, it can be said that during the past few months New Zealand has made a very modest advance in relation to social science policy, in that the most influential official body in the science field has acknowledged that something must be done and has taken a first administrative step in this direction. If the Government accepts the advice it has been given a very useful, though still modest, further and crucial step will have been taken in providing some funds towards getting some adequately organized social research off the ground. But what this policy will amount to in practical reality, and whether any opportunity will be provided for the growth of this initial venture, is something that can only be guessed at the present time.

SOCIAL SCIENCE POLICIES IN PAKISTAN

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Since the human factor is central to the process of development, it is natural that social sciences in the less developed countries, such as Pakistan, assume their appropriate place in education, research, and policy making. It follows, therefore, that a national social science policy must be formulated to make use of the various disciplines such as economics, political science, sociology, and anthropology, in the study and administration of basic human needs, especially in developing societies so that the social climate which is both challenging and favourable becomes even more conductive for change.

There are at least four basic ingrdients of a national social science policy. First, there should be well-defined national goals and clearly delineated national priorities. Second, the approach should be coordinated and preferably interdisciplinary and not compartmentalised or duplicated. Third, it should be relevant in that the focus should be on adapting concepts and methods of social sciences to specific national conditions and needs. Finally, the principles of adherence to evaluation of an accepted national policy must be followed rigorously. Therefore, the adoption and implementation of a national social science policy and the institutional structure of education, research and administration should reflect these ingredients explicitly through administrative functions of the agencies and institutions involved at each level.

In Pakistan, while the national goals are clear, in their realization the efforts have not always been coordinated or systematic. Such is the case with social sciences. Another important aspect of this is the general paucity of resources, creating a familiar situation in which foreign resources are channelled into areas of social science education and research which are not necessarily in line with national priorities. Further, the efforts being exerted on social science research in Pakistan are few, and represent in the main compartmentalised and uncoordinated attempts in studying the many and complex economic and social problems with which the country is confronted. Often the incongruity of national goals with institutional structures resulting from lack of a national social science policy results in enormous waste of human resources, one form of which is the "brain drain" phenomenon.

The social science curricula in higher education have traditionally possessed a strong foreign bias which has resulted in a lack of relevance to contemporary issues of development. Further, career streams have been too narrowly defined and compartmentalised in practice. This rather inflexible system of education was inherited from the colonial period. An element of flexibility has been introduced recently in that the social science subjects can be taken by students as electives along with natural or physical majors and

vice versa. This mix of subjects is bringing about an interdisciplinary orientation of the students and is broadening their perspectives. This is not enough. The change in orientation of the curricula must also be accompanied with a proper feedback mechanism to determine the relevance of such changes in the social context. This principle needs to be extended to the entire educational structure starting from the lowest level.

In appreciation of the need to encourage and coordinate meaningful social science research, the National Science Foundation of Pakistan, which had until recently limited its participation to natural and physical sciences, has now decided to participate in social science research in the country. Also, it has been decided that dissipation of resources on research in social sciences through proliferation of institutions should be eliminated and that efforts be made to achieve proper resource management by consolidation of institutions which have shown some potential for carrying out social science research. Further, consideration is also being given to developing institutional arrangements for pooling in of research and creating a brains trust. In this context, the constitution of a National Review and Coordinating Committee for regulating social science research and education would represent a major step forward.

Among the various institutions carrying out social science research the Applied Economics Research Centre of the University of Karachi has made a modest beginning in terms of using social sciences for analysis of public policy issues. The basic approach of the Centre has been to establish institutional links with departments and ministries at different levels of government.

For instance, the Centre has been doing research for the Karachi Metropolitan Corporation in its primary problem area -- the problem of augmenting the revenue base of the city to finance the growing demand for municipal services. Its recommendations have already been translated into actual policy measures. The Centre has also been advising directly the University administration by doing research on admissions policy, on the system of grades, on utilization of University facilities and in the impact of the medium of instruction on student performances. Gradually, the Centre is building up a capacity for carrying out interdisciplinary research on live policy issues.

The establishment of a Regional Centre for Social Science Research, Documentation and Training would help greatly in promoting regional academic exchanges. It would enable the international pooling of manpower in the social sciences and foster the transfer of technology and experience from one country to the other. It could become the Third World-analogue for studies carried out by the OECD. It is suggested that as the first step, the various interdisciplinary areas of research should be identified, and based on the experience gained the institutional structure and the scope of the Regional Research Centre should be worked out.

CURRENT STATUS AND PROBLEMS OF SOCIAL SCIENCE DEVELOPMENT IN THE PHILIPPINES*

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Save for a few practitioners who continue to be awed by, and adhere to, the ways of the ancient sagas, Filipino social scientists continue to regard their disciplines with a critical eye. In preparing this short paper, it is largely the views of the practitioners of the particular disciplines themselves, that I have relied on in making an assessment of their respective fields.

We begin with anthropology. A disciple inspiredly says that "Anthropology holds up a great mirror to man and lets him look at himself in his infinite variety". Yet the same speaker decries the limitation of Philippine anthropology as having merely...described the results of a continuing process of humanization. They have not gone deeper into the more fundamental task of discovering the essence of the process with the aim in view of enabling present day Filipinos to come to grips with short-run and long-run socio-cultural changes. Archaeological studies have not quite provided us with the "knowledge which will enable us to understand better the roots of our national culture and to appreciate properly the dynamics of our contemporary society. Advocating a departure from the anachronistic mirror bequeathed by colonial anthropology, the professor called for the building of a new mirror -- on which Filipinos themselves will construct on the basis of their own reality. Then shall anthropology as a Mirror for Man in general, and for Filipinos in particular, be restored to its proper owner -- not to intellectuals who talk too much in conferences like this but to cultural minorities, to peasants, to workers, and to all others who continue to struggle against natural and social forces preventive of their fullest humanization".

Demography, on the other hand, has little reason to bewail its position. Especially with the current thrust on population control, and the existence of government or government-supported institutions dealing with questions of population, demography has almost everything going for it. The only problem it probably has is that of formulating the proper type of recording system of vital statistics, and this problem it shares with the science of statistics -- another social science -- whose inability to command a uniform and unified method of statistics - keeping has often induced the public to look askance at their figures.

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*Abridged version

Economics continues to be the favoured social science, not only in terms of the level of development of the discipline but also in the active participation of its specialists in the deliberation of national economic and development policies, as well as their active involvement in their capacity as administrators and decision-makers in the national government. The chairman of the PSSC, who is an economist by profession, is at the same time the Under-secretary of Trade of the Philippine government. The writer from whose paper I practically lifted the above statement is the Secretary of Economic Planning and concurrently the Director-General of the National Economic and Development Authority. And perhaps because of the peculiarities of the Asian region, Filipino agricultural economists have become so much in demand, both in government as well as internationally. Filipino economists have engaged themselves in many fields of research, ranging all the way from theoretical work dealing with development to policy-oriented studies. Indeed, because of their high degree of perceived usefulness" a lot more people and institutions are willing to "put their money on them, and so the practitioners themselves tend to be a lot better off than other social scientists. On the Philippine Social Science Council, the Philippine Economic Society is one of only two or three member associations that are solvent and unlike the other member organizations of PSSC does not have to rely on journal subsidies, for example, to push through its publications activities. Incidentally, their apparent popularity and success has also made them the object of resentment and envy on the part of other social scientists who feel themselves disadvantaged thereby.

Recent developments in the Philippines have caused the discipline of geography to emerge as an important field of study. The new awareness in the preservation of the quality of the environment and the thrust for regional planning and development have brought the geographers to the fore.

The tourist industry has likewise created demands for the services of more geographers.

Research work in geography is, however, comparatively meager. There are few trained geographers in the country. Outside the University of the Philippines, there is no other College, or University in the country that offers even a bachelor's degree in Geography.

To encourage geographers, the National Science Development Board, upon the recommendation of the Philippine Geographical Society, created the National Committee on Geographical Sciences which serves as the arm of the NSDB in its relationship with the International Geographic Union. The Philippine Geographical Journal is contributing immeasurably in the dissemination of geographic knowledge and information. The Journal is distributed locally and abroad, maintaining exchanges with at least 84 countries of the world.

The recently concluded conference of historians witnessed a lively debate between the traditional and the "modern ways of teaching history -- the former characterized by memorization of dates and

the almost routine description of past events and the course being taught on the primary and secondary levels as a separate subject, the latter marked by mere references to the inter-relationships among events and its teaching fused in one subject with those of other disciplines like sociology, government, economics, and the like".

Quite appropriately, the people in linguistics have decided that they would try to grapple with the problem that bugs the social sciences in the Philippines at present -- the language problem, or the problem of language as the medium of instruction and communication on all educational levels. The good and bad effects of "bilingualism" (largely Tagalog vs English) has been a long-standing concern of Filipino educators.

Mass Communication is a field that is also very much in the public eye these days. There is more than just a pun intended here, for the visual aspects of the mass media have been the object of rather negative attention on the part of the written media, if not the general public. Deplorable movies and programmes and advertisements that tend to confirm that TV is indeed an "idiot box" are once again being bemoaned by audiences. The critical evaluation then is directed not so much against the technical aspects of mass communications but against the material utilized by it for presentation to the general public -- a development which should have significant effects on the development of mass communications as a social science.

Perhaps the hardest hit by the present state of affairs are the political scientists, who tend to be the most stand-offish in their attitudes and perhaps "reactionary" in their methods. The teaching of political science has been primarily for vocational purposes rather than as a professional calling -- vocational in the sense that the introductory course and the courses on government(s) are taken as preparatory courses leading to professional degrees like law, business administration, and others. In research, it has hardly advanced from the traditional, or conventional historical -- descriptive variety. Whether out of honest timidity or simply as a defense mechanism, political researchers have seemed unable or unwilling to adopt more innovative approaches. Political journalism, rather than straightforward political analysis, is the more effective audience-seducer; the perceived number of options for subject matter choice seems to be rather limited due to the existing political milieu, facts to the contrary notwithstanding.

Psychology is the most popular among the social sciences in terms of attracting the most enrollees in college.

For sociology, the continuing concern is the development of sociology and sociologists outside Metro Manila. Although some systematic programmes have been evolved to remedy this state of underdevelopment in non-metropolitan institutions, a good deal remains to be done. If Philippine sociology is to become a reality, the results of social science research have to be codified, systematized and synthesised into a meaningful, useful and available body of

knowledge. "Otherwise we will always be teaching about our own society through borrowed literature."

Another sister discipline, social work, especially against the context of national development efforts, is currently faced with challenges in areas like: (a) local adaptation of Western principle and concepts; (b) indigenous teaching materials and literature on social work and allied fields; (c) relevance and responsiveness of programmes, services and strategies; (d) reorientation of curricula not only in formal education in both the graduate and undergraduate level but also for in-service training; (e) researches such as testing local applicability of principles, concepts and methods in social work, social welfare measurement such as indices or measures of social functioning and of relationship, and scales of social adjustment and of social disability, process of social work intervention, and evaluation of programmes and services, and (f) adequate supply of trained manpower in social work to meet the growing demands for social services.

Perhaps it would be best to round up this report on the current status and problems of social science development in the Philippines in terms of the primary roles assumed by social scientists -- namely as teachers (academicians?) and researchers.

The stituation has not changed much since 1976, hence a collectively written paper presented at the First Workshop of Southeast Asian Social Scientists on "Enhancing the Roles of Social Scientists in Wouteast Asia" deserves to be quoted:

> In considering the prospects for the social scientist as educator, one might speculate briefly about the possible improvements along several lines: (1) in working conditions, including salaries; (2) in quality and previous preparation of students; (3) in academic qualifications of social scientists; and (4) in improvement of instruction and professional upgrading short of or supplementary to formal degrees.

With regard to research, the report states: "Perhaps the main difficulties are two: that the priorities of funding agencies and researchers do not always match, and that the funding is not generally responsive in regard to scale, timing, restrictions, and requirements to the interests and needs of researchers." Proper dissemination of research findings is also a problem since social science associations need subsidies to publish their journals.

Add to this the fact that, either as a cause or effect of the above, we continue to be dependent on imported theories, paradigms and methodologies -- even in the supposedly "most advanced disciplines" ... and there you have a fairly accurate picture of the magnitude of the current status and problems of social science development in the Philippines today.

FACTORS IN THE FORMULATION OF THE SOCIAL SCIENCE POLICY IN SINGAPORE

Jun Hui Ong
Department of Sociology, University of Singapore

In the Singapore context, the question of whether a social science policy exists is as much a consideration as are the factors, which affect its formulation. Such policy as does exist is unwritten and amendment and additions to it are made ad hoc. The policy, such as it is, is uncoordinated by any one agency although its content and structure is very much controlled by the perspectives of the government in general, and the educational authorities in particular. A reasonable, though possibly simplistic, identification of the basic component of the policy lies in its expectation that the contributions of the social sciences be relevant and utilitarian within the developmental framework of Singapore.

This statement actually applies to all the programmes in Singapore's various educational institutions and not just the social sciences. However, it does have certain implications for the social sciences which put them at a disadvantage. Given the fact that all learning and training programmes are geared to the country's developmental needs, it means that all disciplines are constantly assessed in terms of the amount of contribution it has or will make towards this goal. This effectively means that social science training and research are compared against the physical sciences on the same yard-stick of relevance. Given the developmental framework of assessment, the social sciences have been decidedly at a disadvantage. Further, the emphasis on relevance also meant that certain specializations within a particular social science will be found to be less relevant. In the social sciences (and the natural sciences) the context of assessment promotes the applied aspects rather than just basic training and research. Thus engineering is emphasized more than physics and industrial sociology more than the sociology of religion. It is against such a background of expectations and assumptions about the way in which training and research in each discipline will contribute to development that we will have to assess the formulation of the social science policy in Singapore.

Within such a frame of reference, the social sciences are expected to contribute in what might be termed a positivist manner.* This is seen in the encouragement of action oriented research in problem areas. Thus manpower studies, industrial relations, urban and housing problems, population, crime and social control studies have become accepted means of obtaining data for decisions on social policy. The contribution of social scientist in such areas are however restricted to evaluative reports and a consideration of the social

* As developed in Brian Fay's Social Theory and Political Practice. Allen and Unwin. London 1975

consequences. The decisions are still taken at the political level. Therefore some impact at the political policy level exist, though the degree varies with disciplines and areas of concern. It is the judgement of this contribution which affects the formulation of the social science policy. Unless the contributions are positively viewed a policy of expansion for social science is unlikely.

A secondary aspect of the social science perspective in Singapore, again unwritten and unspecified although quite obvious, is the eclectic approach to social problems and social development. That is, the contributions of the social sciences are not considered separately but as an integrated whole. Elements of economics, sociology, political science, etc., are selected for their practical consequences and amalgamated into coherent programmes of social change, etc. This governmental approach is, however, not, as yet, sufficiently paralleled by the social sciences. Within the universities, the research and teaching programmes are, in the main, run on intradisplinary rather than inter-disciplinary lines. The policy of viewing the social sciences as singular rather than as plural thus has no empirical support. This in turn means that the authorities have not been able to grapple seriously with the question of the productivity and utility of social sciences as a whole. Thus, social sciences suffer in competition against the other disciplines.

In terms of the question of what basic elements or factors affect the social science policy the answer is obvious. The exigencies of socio-economic development is the fundamental factor. Without rehashing what might be common knowledge, the Singapore social, political and economic scene is dominated by the government and very little activity takes place in the Republic that does not impinge on some department, ministry or statutory board. As such the level of emphasis they have, and the types of applications of social science knowledge and of the graduate output, shape, in piecemeal fashion, the policy structure. The structure of the policy is given coherence by the central theme of development and the tight integration of governmental and semi-governmental units ensure its stability over time. Thus, although it might be expected that too many parties would confuse the issue rather than clarify the situation, the reality is that an integrated policy developes. All this without conscious effort on anyone's part.

The effective integration of these various governmental bodies, of which the educational institutions are part, means that the curriculum and manpower output from the various disciplines would be designed to dovetail into this overall framework. Thus, the University authorities can, and do, play a large part in assessing the needs for manpower and translating this into educational programmes with the appropriate training orientation etc. in the various faculties. This is supported by a corresponding apportionment of resources in terms of the priority of these faculties in the overall educational programme. In this operationalization of the assessment of manpower needs the social sciences do not fare well.

Within the social sciences also, ranking of sorts takes place. At this time Economics (including Business Administration) is receiving the greatest emphasis. Development related specializations within these fields are greatly emphasized.

The assessment of the needs by the educational authorities is moreover supported by a public whose perspective, of Singapore's development and its needs for various kinds of training and professions, is largely similar. This is reflected in their choice of faculties/disciplines for enrolment and in the heavy demand on the graduate output of particular faculties/disciplines. Thus, there is legitimacy in the programmes of educational development because of this support. While there are problems of oversupply and shortage at times, there is sufficient fit between supply and demand over the long term. There is little public support for the social sciences in general although there is a lot of interest in economics in particular. Whether this lack of support is due to disinterest or lack of understanding, the end result is that little support exists for the social sciences.

Beyond these major elements, there are a number of other factors to be considered. Apart from Economics which has had a longer history in tertiary education the other two major social sciences -- sociology and political science -- are relatively young in Singapore. This factor together with the lesser emphasis on these disciplines has meant lesser graduate output. They are thus, proportionately less visible.*

Singapore does not have a central social science coordinating body. This means that the activities are disparate and lack in thematic impact. Also, the earlier noted lack of inter-disciplinary work cannot be easily resolved. The result, again is a negative impact of the social sciences themselves on policies regarding their own development. Some organization is necessary before such influence is possible.

Finally, if the stage of development is a factor in de-emphasizing the social sciences, it may also be the factor which would be instrumental in its further development. Singapore is fast becoming developed. In fact, in terms of the standard economic indicators, it has been adjudged developed by many international agencies. It is as this developed stage is reached that the continued integration, stability and well being of the society becomes the key question for the government and the public. In this later stage of development, social sciences should come into their own. The early investments in the physical and applied sciences should also be reaching saturation point soon, thus freeing funds for the social sciences. Conservation of the gains of socio-economic development may be a factor in the near future which will lead to an expansionist social science policy.

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* See author's related report on "Social Sciences in Asia: Singapore". No. 36. Reports and Papers on the Social Sciences Series. Unesco, 1977

Such, in broad outline, is the status of social science in Singapore. A lot more has to be accomplished before they can meet the challenges and expectations the society has from them. Partly the policy is decided by the contextual factors and partly by the weaknesses in the structure of social sciences in Singapore.

SOCIAL SCIENCE POLICY AND RESEARCH IN SRI LANKA

H.M.S. Karunatilake
Chairman
Statutory Working Committee on Social Science Research
National Science Council of Sri Lanka, Colombo

By establishing a National Science Council in 1968, and creating a separate Ministry for scientific affairs, for the first time, the State gave recognition to the importance of scientific and technological research for Sri Lanka. At the outset, however, the Council was concerned mainly with science policy and the promotion of research in the pure and applied sciences. It was only some years later that the Council got more interested in developing the social sciences which had been quite important in Sri Lanka for a considerable period of time. Over the years, a very large volume of publications on social sciences had appeared and social science subjects are becoming increasingly popular in the universities. Many graduates who hold key positions in the administrative services, and in the public sector, are those who had taken university degrees in the social sciences.

Today in Sri Lanka, with economic development being uppermost in everyone's mind, it is increasingly evident that an understanding of the complex social and economic processes and the subtleties of human behaviour are essential for planning development which is directed to bring about rapid social change. The distinctly social inputs of planning in the achievement of developmental objectives could no longer be taken for granted and these have to be studied and carefully evaluated. As a result, planners and economists in Sri Lanka are now compelled to pay more attention to the hidden sociological dimensions of planning policies.

The government is now of the view that unless more research in the social sciences is encouraged and stimulated the contribution of natural and physical sciences to development cannot yield the maximum benefits. For instance, although the engineers and the technologists may complete the dams, the irrigation channels and the power stations in the Mahaweli basin project, which is the largest development project to be undertaken in Sri Lanka, the human and sociological problems of settlement in the area are factors that will have to be given priority. The success of a development scheme of such great magnitude will depend on the ability to effectively overcome the human problems in settlement. Unless this is done production cannot increase. It is such areas that social scientists could make the greatest contribution.

One of the greatest draw-backs in Sri Lanka is the lack of adequate, reliable, and accurate information and studies indepth for evolving social and economic planning strategies and for evaluating their impact on the social and economic system. Sri Lanka has the manpower in the form of trained social scientists and the know-how

to get all this information and data, but so far, these resources have not been put to good use. For the developing countries, social and economic information is absolutely necessary since these countries have before them the primary task of rapidly improving the living standards of the vast body of people who are on the threshold of poverty.

In 1973, the National Science Council appointed a five member Sub Committee to report on the priorities for research in the field of social overheads in Sri Lanka, thus giving recognition to the importance of social sciences in the context of the government's development programme. This Committee submitted a detailed report under the major headings Education, Housing, Manpower, Transport and Socio-Economic Organizations. Since then however, not much work has been done in the fields specifically listed in the report even though there are a large number of qualified researchers in the country who could make a major contribution on each of the listed topics. Several factors have contributed to the poor state of development of social science research here. In some areas it is the non availability of basic information and in others it is the lack of interest in research. Perhaps, an even more important factor has been the absence of a central or national organization which could initiate, promote and sponsor research in fields most essential for the country.

Social science research in Sri Lanka needs considerable encouragement through recognition and financial support. Government has fully accepted this position and has taken a number of effective measures very recently. Many scholars would be willing to undertake research in topics of national significance if only the funds, the right incentives and encouragement were readily made available. At the same time, there is also the need for an institution at the centre that could motivate and activate research. Moreover, there must also be facilities to undertake research and to get recognition from the government and policy makers. An urgent and immediate task is to create a research environment within which potential researchers could be stimulated to work.

One of the most important steps taken to promote social science research was the decision to establish a Research Centre. The Social Science Research Centre was set up in May 1977 under the National Science Council of Sri Lanka and it is hoped that as time goes on it will be able to help to overcome many of these shortcomings. Its main object is to promote research in the social sciences in relation to Sri Lanka's national requirements. It fulfills a long felt need for an official agency at the national level to undertake, sponsor, organize, coordinate and direct research in the field of social sciences. Sri Lanka has a few institutions both government sponsored and private for social science research, and those that exist do not adequately fulfill the research needs in the entire field of social sciences. Many of them specialize in certain areas to the exclusion of others. There are also some institutions which are primarily concerned with doing research for outside bodies where the priorities are not always determined in terms of national require-

ments. The premier government sponsored social science research organizations are the Economic Research Department of the Central Bank of Ceylon established in 1950 and the Agrarian Research and Training Institute set up in 1970.

The Social Science Research Centre is administered by the Statutory Working Committee on Social Science Research which has been set up under Section 19 of the National Science Council of Sri Lanka Law No. 36 of 1975. The Social Science Research Centre has been the main implementing arm of the Statutory Working Committee on Social Science Research. The latter hopes to achieve most of its objectives through the Research Centre. Among these would be the identification of priority areas for research in social science in accordance with national needs. It would promote social science research at the postgraduate level and coordinate research activity in these areas within the country. It will also provide social scientists with a continuing forum to meet and discuss their research interests and problems.

The Centre has already taken steps to facilitate research collaboration and inter disciplinary contacts among social scientists in universities, research institutions and other agencies. It is compiling a complete list of social science research undertaken in Sri Lanka. The Centre is also engaged in preparing a national register of social scientists. The Centre has already issued several bibliographies and lists of completed and ongoing research. With the consent of the Ceylon Studies Seminar at the University of Ceylon, Peradeniya, the Centre has taken over the publication of the "Sri Lanka Research Bulletin" which is a register of social science research in the country. The object of this research Bulletin is to monitor ongoing research and to help administrators and workers to get in touch with others working in related fields. Such contacts would help to encourage more team work and collaboration and it would also prevent the wasteful duplication of research while assisting institutions to fix priorities in their research.

The object of the Centre is also to foster interaction with the other sciences in order to develop an integrated scientific approach to national problems. Since the Centre is a government sponsored organization it is better placed to advise the government on matters pertaining to social science problems and policy. It would welcome scientists from other countries to either collaborate in the work that is being undertaken here, or to work on their individual projects at the Centre. The Centre has taken steps to establish close contacts with other national social science councils. Already the Centre has become a member of the Conference of National Social Science Councils with its headquarters in Ottawa, which has been set up under the International Social Science Council. It has also joined the Association of Asian Social Science Research Councils (AASSREC).

For the year 1978, with the limited funds at its disposal, the Centre has given research grants for some 21 projects in the social sciences, mainly to scholars in the universities. This has helped several who have registered for higher degrees to proceed with their

studies. It is unfortunate that the universities so far have made a very small contribution to research in the social sciences considering the fact that the faculties in social science subjects are easily the largest in most of the campuses. Applications for research grants from senior faculty members have been very few indeed and in the past, funds available for financing social science research have not been adequately utilized. This is largely due to the apathy in the universities and an excessive political orientation being given to university life at the expense of teaching and research.

To some extent, the Social Science Research Centre could assist potential researchers in the university by formulating research programmes where groups of researchers could participate with the senior scholars functioning as research directors or acting as consultants. It could also encourage social scientists individually by actually assigning them topics for research in terms of national priorities. The Centre will be publishing biannually the "Sri Lanka Journal of Social Sciences" which will incorporate research sponsored by the Centre and also the work done independently by social scientists in Sri Lanka and abroad.

The Social Science Research Centre will undertake research assignments for both local and foreign organizations. It must have financial support from funding agencies overseas because the resources it is able to harness at present through the National Science Council is very limited. It proposes to set up a Social Science Research Fund which will consist of monies granted by the National Science Council and also financial assistance received from other local and foreign sources.

SOCIAL SCIENCE POLICY IN THAILAND

Choompol Swasdiyakorn
Deputy Secretary-General
National Research Council, Bangkok

Social Sciences in Thailand are recent in origin, but are well-established. It was introduced in Thailand by Thai scholars trained in western countries. At its initial stage, the major disciplines taught in universities were law and political science. Now courses in disciplines such as economics, sociology, anthropology and psychology are offered at most universities. Growth of social sciences in Thailand, both in teaching and research can be regarded satisfactory. However, no national social science policy has been formulated.

Social sciences are taught in Thailand both in secondary education and in higher education.

The National Education Council decides national education policies and plans at secondary level and the Ministry of Education is responsible for developing curriculum, directing and promoting education to progress along the stated policies. At the secondary level, the social science subjects are covered under social studies.

The Office of State Universities is responsible for making policies and plans for higher education. However, each public university is free and autonomous in developing its own curriculum and programmes. Therefore, even though social sciences at this level are supervised by the Office of State Universities, the programmes and contents of social sciences at each university differ.

The National Research Council (NRC), which has the responsibility for coordinating and promoting national research activities, has a separate wing for social science research. The NRC decides national policies and plans of research in social science and allocates and controls research budget, so as to direct research activities in the priority areas.

The promotion of social sciences in Thailand is thus handled by four agencies of the Government, namely, National Education Council, Ministry of Education, Office of the State Universities, and the National Research Council.

As was said earlier, social science policy in Thailand is still vague. Differences exist among social scientists and administrators as regards its meaning, scope and content. In the writer's opinion, social science policy should relate to both teaching and research. The policy should be an integral part of the education policy and must be related to the national economic and social development policy. In other words, it should be designed to conform with its social milieu, and to respond to its development needs.

As mentioned before, social sciences in Thailand can be divided into three segments, i.e., social science or social studies in secondary education, social science teaching in higher education, and social science research. Therefore, social science in these three segments are sometimes unrelated and irrelevant to each other. At secondary level, social sciences depend on national education policy stated by the National Education Council. This policy is generally broad and deals with several subjects; specific policy on social science does not exist. The similar situation obtains in higher education. For social science research, even though the research policy exists, but it is still broad and indefinite. There has been discussion among Thai social scientists lately about the question whether it is time to have a social science policy for Thailand. Most of them felt that if the Government really wants to apply social sciences as tools for national development, to improve quality of life, it is now time that the Government consider the problem seriously. The National Research Council and the Thai National Commission for Unesco are planning to jointly organize a national seminar on social science policy in the near future. It is hoped that this seminar will lead to a concrete resolution that will direct to the formation of national social science policy.

Annex - III

Addresses

and

List of Participants

WELCOME ADDRESS

Minister Pedro F. Abella
Executive Secretary
UNESCO National Commission of the Philippines
Department of Foreign Affairs, Manila

It is with great pleasure that I welcome you, to our country on behalf of the UNESCO National Commission of the Philippines and on behalf of the Philippine Social Science Council, on the occasion of the First Meeting of Experts on Social Science Policies in Asia and Oceania. We all know that you have important and absorbing duties to discharge in your respective countries and we are grateful and deeply appreciate your devoting a week of your valuable time to the cause of social sciences in Asia. Your presence here today attests to that interest and concern.

I also wish to bring the greetings and felicitation of our Chairman of the UNESCO National Commission - General Carlos P. Romulo, who earlier has indicated interest in being with you today, but could not come because he is presently engrassed in our national election to which he is a candidate for a seat in the Parliament. You will be privileged therefore to witness a significant event in our political history, the normalization in political system, which according to President Marcos is the first major step, towards the transofrmation of our government from presidential to parliamentary form.

I should like to take this opportunity to express my gratitude to Dr. D. Corpuz for accepting our invitation to address this distinguished gathering of social scientists. Dr. Corpuz is one of our most eminent and distinguished social scientists in the country and his being with us this morning adds lustre to this meeting.

I should also like to extend special welcome to the men who were responsible for bringing this meeting to Manila - Dr. Vladimir Mshvenieradze, Director of Unesco's Division for International Development of Social Sciences and Dr. Yogesh Atal, Regional Adviser for Social Sciences in Asia. These two gentlement have taken part with so much interest and enthusiasm in the promotion of activities related to Social Sciences in Asia.

Professor Mshvenieradze, a distinguished Georgian professor, is a great friend of the Philippines. I know it because of my close association with him -- during the last few years. His genuine interest in the promotion and development of the social sciences is responsible for Unesco's support to its social science programme aimed at undertaking country surveys on the status of social sciences in the region, organizing expert meetings and symposia, undertaking research projects and organizing training seminars.

Dr. Atal is another great friend of the Philippines. His dynamic leadership, his participation in many social sciences activities in Asia and Oceania, his concern for the promotion and strengthening of regional collaboration network is of great value for Unesco and the region.

Policy towards social sciences in Asia and Oceania

The purpose of this meeting is to (i) examine the desirability and feasibility of establishing a regional centre for social science research, documentation and training; (ii) to review the basic elements of the social science policies of countries in the region; and (iii) to make recommendations for the future formulation of social science policies at national and regional level.

Perhaps it would be in order if I mention the small role which I played in bringing about the realization of this project. At the 6th Conference of National Commissions for UNESCO in Asia held in New Delhi in November 1975, I was privileged, as the Philippine participant, to present a resolution providing for a feasibility study of setting up of a social science center in Asia and Oceania. Considering that there is no such center in Asia to speak of. The resolution was unanimously approved. I spoke in favor of the resolution when it was brought up for discussion at 19th Oceania Conference held in Nairobi in 1976 and subsequently it appeared in the Approved Programme and Budget of Unesco for 1977-78. The approved programme provides for the convening of an expert meeting in 1978, to examine social science policy in Asia and to explore the possibility of establishing a regional center for social science research, documentation and training. During the visit of Director General Mr. Amadou Mahtar M'Bow in Manila, last July, President Marcos offered Manila to be the site of the prepared Center. We leave the rest to you to decide whether such a center is desirable and whether Manila should be a suitable site for this proposed center.

With this remarks, I again bid your warm welcome. We hope that you will enjoy your brief stay in our country and that you will be able to cherish in days to come a happy memory of the Philippines.

STATEMENT

V. Mshvenieradze
Director
Division for the International Development
of Social Sciences
Unesco, Paris

On behalf of the Director-General of Unesco, I have the honour and the great pleasure to greet the distinguished social scientists who are participating in this expert meeting on Social Science Policies in Asia and Oceania and to wish you every success in your important work. Kindly allow me, in my personal capacity, also to convey my best regards to those colleagues and friends who are gathered here and with whom I have either collaborated over many years in the Soviet Academy of Sciences or acquaintance I have made as a member of the Unesco Secretariat.

First of all, I would like to express our deep gratitude to our host, the Government of the Philippines, and to the Unesco National Commission of the Philippines in particular, for their excellent arrangements to make this meeting possible. My old friend and distinguished colleague, Minister Pedro F. Abella, spared no effort so that we could be accommodated comfortably and given all possible facilities and devote our intellectual energy to the deliberations of the very significant items on our agenda.

Unesco attaches great importance to the present meeting, supporting it organizationally, morally and financially. According to Unesco's regional definition there are 25 countries in this region, covering Asia and Oceania. Twenty-two countries, plus Hong Kong, received our invitation to participate in the meeting. It is with deep regret that I note that such important Asian Member States of Unesco as China and the Democratic People's Republic of Korea did not find it possible to send representatives. Unfortunately, also, a Japanese invitee declined our invitation at the last moment.

I am happy, however, that 19 experts from various countries of the region have made themselves available for the present meeting, which is thereby widely representative of the overwhelming majority of Member States and quite qualified to discuss important regional issues and make serious and competent recommendations.

At the outset I should like to point out that this meeting is regional only in terms of the origins of its participants; the theme, namely social science policies, is a universal issue which is of interest and concern to the whole international community of social scientists and policy-makers at large. It must equally deal with the development of both the institution-building to support the social science infrastructure and with the co-ordination of research, information and documentation in the field of the social sciences. All these activities have an undoubtedly international dimension: the international development of the social sciences in many aspects depends upon the levels of advancement of social sciences in given regions. In all this Unesco has a unique role to play and is making major efforts.

Policy towards social sciences in Asia and Oceania

In the Division for the International Development of Social Sciences we have a project on social science policy of which this meeting constitutes an integral part. Another international expert meeting was organized in Paris in September 1977, on the role of social science policies, the final report of which constitutes one of the background documents of our present meeting. We will be organizing a regional meeting on the same subject in Africa in 1980. I mention this in order to emphasize the international linkage of which the present meeting constitutes one element.

This does not imply, however, that there are no region-specific or country-specific aspects to social science policy: on the contrary, the status and problems of the social sciences differ from society to society; policies or strategies for them can and should differ accordingly. Social Scientists in the Third World have argued, with good reason, that the models developed by Western social scientists overlook not only local social but also local cultural and ethic traditions. If this is correct, social science policies in Asia and Oceania have to be formulated in manners which are adapted to specific needs and directed at the solution of specific problems.

To put it simply: the mission of the social sciences in general is to meet challenges of social life, to formulate scientifically-grounded paths of social progress. Since situations vary not only from region to region but also from country to country, this emphasizes the need for specificity. At the same time, it is hardly realistic to strive towards regional or national social sciences; rather, there is a case for adapting their universal characteristics to the actual variety of existing situations. Instead of referring to "Asian social sciences", for example, it would be more correct to speak of "social sciences in Asia". This dialectical interrelationship between the general and the particular appears to be of the utmost importance both to enhance the performance of the social sciences and also for interregional co-operation and the ability to assimilate the experiences of other countries.

One of the important elements in Unesco's programme is Peace-and-Disarmament. They are interlinked: there can be no peace without disarmament, and there can hardly be any progress in disarmament and detente without peace and peaceful coexistence. The problem itself is certainly international, which means that it concerns all the regions; and all of them, in their own ways, can and should contribute to the solution. Asia and Oceania also have to make their voice heard.

The use of social science findings by policy-makers will be enhanced as we progress in this long-range and challenging task of developing these branches of scientific knowledge. The advancement of knowledge also depends on the national authorities' support for social science research, teaching and training and on their readiness to use the contributions these disciplines can make to national development policies. The latter can best be assured by appropriate measures to integrate social science data and findings in the decision-making processes and the regular functioning of national administrations.

Dear Colleagues and Friends, I will now turn to the question of the feasibility of establishing a regional social science centre in Asia. As you can read in one of the Secretariat papers, this item has been included in our agenda in pursuance of a recommendation adopted by a meeting of Unesco National Commissions in Asia and Oceania held in New Delhi in 1975 and in conformity with the Organization's Approved Programme and Budget for 1977-78. The problem must, first and foremost, be approached through an objective assessment of the very desirability of such a centre in terms of anticipated benefits. It must then be examined from the viewpoint of the practical and financial feasibility of creating a regional centre. The Unesco Secretariat takes what might be qualified as a rather cautious and flexible attitude on these issues, as apparent in the document on the subject.

The Organization has acquired wide experience in setting up and supporting regional social science centres over the last 20 years. One of the things it has learned from this experience is the difficulty associated with such ventures. Regional scientific superstructures are likely to succeed only if the great majority of the Member States of the region and their national social science communities are strongly committed to supporting them, both substantively and financially. The leading national social science institutions, social science councils and the governmental units interested in the social sciences should be associated right from the start with the setting-up of a centre. Existing regional collaborative networks should provide the foundation around which the activities of the centre are built.

Your deliberations will be most crucial in deciding upon Unesco's position in the matter, particularly since a number of you are not only distinguished scholars in your own right but also, at the same time, official representatives of national social science councils and institutions in Asia and Oceania.

Finally, I should like to stress that all our activities for the "development of infrastructures and programmes in the social sciences" are to increase "the different societies' ability to find ways of solving social and human problems" are defined in the Organization's Medium-Term Plan covering the period 1977-1982. You will appreciate that our assistance to regional social science centres in Africa, Europe, the Arab region and Latin America is conceived with this objective in mind; the same is true of a number of research undertakings, the holding of expert meetings, symposia and training seminars, as well as of a series of publications.

In Asia and Oceania, where historical and cultural traditions differ markedly from those elsewhere, we are struck by the diversity of problems facing the social sciences. On the other hand, we find a great potential in the region -- and, indeed, a good number of internationally reputed social science institutions and specialists. It is my conviction that this expert meeting will be a significant step towards the objectives of Unesco reflecting the interest of Member States in Asia and Oceania.

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